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ABSTRACT

The heterogeneity among disadvantaged persons is a primary obstacle to developing relevant and efficient educational programs. Effective teaching of the disadvantaged will require the adaptation of methods and resources to individual learning needs, levels of motivation, and interests. A veriety of techniques have been developed for testing and evaluating the disadvantaged; the choice of technique remains with the occupational training team. A team approach to teacher behavior, communication, and assessment and a positive emphasis on student potential are important elements of success. The guidelines presented in this text are designed to enhance the team effort in preparing the disadvantaged for employment. (CH)

ED0 40288

Guidelines For The

OCCUPATIONAL TRAINING

Of The

DISADVANTAGED

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PREFACE

Since the inception of the Manpower Development and Training Act of 1962, numerous training projects have been established to combat manpower shortage and unemployment. Initially, the disadvantaged were identified as those unemployed or underemployed because of insufficient occupational skills due to lack of training, advancements in technology, and obsolescence of certain occupations.

As more projects were initiated and referrals made, there came a realization that disadvantagement also include those with limitations involving communication, emotional, physical, social, cultural, and economic problems. The concept of multi-occupational centers developed and seemed to be best suited to meet these needs of the disadvantaged.

Within the multi-center evolved prevocational and specific occupational training programs based on teamwork by instructors, counselors, and other supportive services needed to assist trainees to overcome their disadvantagement.

After extensive consultation with local MDT directors and their staffs, the Bureau of Manpower Development Training personnel of the New York State Education Department and other interested persons, this material was developed to assist instructors in programs geared to train people concerned with the problems of preparing the disadvantaged to function successfully in today's society and its world of work. The publication relies heavily on resources and materials furnished and prepared by people that have acquired considerable insight and experience, both successful and unsuccessful, while working with the disadvantaged. Many examples are presented to the reader so as to guide him to forsee problems and determine possible solutions as he prepares to untap the potentials of the disadvantaged. Therefore, the intent of this project is to produce quidelines to be used in training teachers of the disadvantaged, either in formal or informal settings or as a resource reference to the individual educator of the disadvantaged.

The content of the text is designed around answers to a series of questions that arise when working with the disadvantaged. Typical questions are:

What is disadvantagement?
Who are the disadvantaged?
What are their needs and potentials?
How can these needs and potentials be identified?
What methods and techniques are used for the successful training of the disadvantaged?
How is progress and readiness determined?
What is the educational team concept?
What are the functions of each member within the team?
How is each member sensitive to successful team functioning?
How does each member identify and assess his sensitivity to trainee needs?

By no means are these all the questions that arise, nor are all solutions possible when involved in training the disadvantaged. Similarily, the text does not presume to state all the questions nor all the answers, but has tried to assemble informative materials and resources that the user of this publication may delve into when preparing teaching outlines, guides and other instructional materials that may be needed in his particular program or circumstance.

Experience has shown that many of the assumptions and the practices of typical schools do not apply to training the disadvantaged. Conventionally trained educators usually become frustrated and have feelings of insecurity when they first attempt to work with the disadvantaged, who often differ radically from the usual trainees in motivation, goals, ethical concepts. English usage, work habits and learning styles. It follows that the differences mandate a difference for them in objectives, curriculums and methods of training.

The very nature of training the disadvantaged seems to indicate variance from the ordinary. Therefore, the authors offer two concepts for consideration:

1. That the positive factors characterizing and identifying the disadvantaged to be of formost concern, so the educational process can place emphasis on these values toward developing occupational and personal competencies of the individual.

2. That the team concept be advocated. The team involving integrated activities of counselors and instructors stressing closely related planning, teaching, evaluating and counseling. Often the team should include auxiliary services from health and mental clinics, welfare agencies, employment offices and other agencies or institutions concerned with the welfare and education of the disadvantaged.

This text places emphasis on the professional skills, attitudes and insights that every member of the occupational training team must develop in his efforts toward preparing the disadvantaged for gainful employment and personal growth.

This publication is the result of efforts by people concerned with teacher education and the training of people with special needs. Dr. John M. Leslie, Director, Division of Special Occupational Services, and Carl G. Benenati, Chief of the Bureau of Manpower Development and Training of the New York State Education Department contracted with Dr. Gordon G. McMahon, Director, Division of Vocational Technical Education of the State University College at Oswego to produce the materials herein.

The advisors and writers of these materials were Eliot Birnbaum, MDT Syracuse; James Gilrain, MDT Nassau County; Paul Green, MDT Westchester County; Mrs. Jane Langlois, MDT Utica; Mrs. Rose Sealy, MDT New York City; Dr. Herman Slotkin, MDT New York City; and Paul Springer, MDT Rochester. All of whom have considerable experience in Manpower Development and Training Projects from the Act's formative days and have developed keen insight and concern about training the disadvantaged. Each member had the responsibility to develop certain parts of each chapter, yet all contributed to each part. Therefore, the material presented is a cross-section of everyone's experience and talents.

The coordination, editing and production of the writers efforts were done under the direction of Nicholas J. Acquaviva, Curriculum Coordinator, Division of Vocational Technical Education at the State University College at Oswego with Dr. Edward Roden, formerly Professor of Vocational Technical Education at Oswego assisting as consultant in editing and preparation of the materials for production.

The charts, check lists, questionnaries and other example materials are the result of generous contributions of the various MDT Multi-Occupational Training Programs, throughout New York State.

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I

IDENTIFYING AND KNOWING THE DISADVANTAGED

In recent years the term disadvantaged has emerged in the American society. Persons in disadvantaged situations are subject to attitude, social practice and legal barriers that restrict their pursuit of equal occupational opportunity and the privilege to achieve to their highest potential. This group represents a cross section of the ethnic composition of the American people.[1] Their problems are not theirs alone, but also the problems of a society that must offer corrective measures or face a mounting loss of productive citizens.

FEDERAL CONCEPT OF DISADVANTAGED

Of the many individual attempts at defining the disadvantaged, none is universally acceptable. To take advantage of standard criteria to define and identify the disadvantaged individual, following are excerpts quoted from a recent Federal agency directive[2] that will help clarify the term and characteristics of the disadvantaged.

" . . . .Subject: Definition of the term Disadvantaged Individual. . . . "

" . . .- -member of poor family, and

- -unemployed, underemployed, or hindered from seeking work, and

- -has one or more of the following characteristics:

school dropout
under 22 years of age
minority member
45 years of age or over
handicapped

The five basic combinations of the definition are:

Poor school dropout without suitable employment
Poor minority member without suitable employment
Poor youth without suitable employment
Poor older worker without suitable employment
Poor handicapped worker without suitable employment

Clearly, any one individual might meet several of the tests at once, e.g., the poor unemployed, Negro, handicapped, teenage dropout. . . . "

" . . . .Persons Who Do Not Have Suitable Employment.

> People who do not have suitable employment are (a) the unemployed, (b) the underemployed, and (c) persons hindered from seeking work. . . . "

Clearly, this is a broad approximation of what it means to be disadvantaged. Beyond this, each of us brings to the meaning of the term his own understanding and interpretation which derives from one's limited experience with the disadvantaged and from the sterotyped notions that have become current through usage.

The characteristics of the disadvantaged do not conform to a rigid set of limited experiences of a specific individual nor to the commonly accepted concept of poverty. As President Johnson's Manpower Report (April, 1968) says: "Probably the most important generalization that can be made about ghettos and poverty areas is their heterogeneity."

Although the term disadvantaged will be used because it is in federal legislation, the word has been applied in so many different contexts that workers in the field have been struggling for a more meaningful term. The work "underdeveloped" might be as appropriate because it reminds us of countries with untapped rich resources and a need for means of releasing and utilizing them. "Underdeveloped" implies individual potential and possibilities waiting to be realized.

THE STRONG CHARACTERISTIC – A WILL TO SURVIVE

There is, then, no sterotyped, typical, disadvantaged person, so that a trainee may have any, or all, of the handicaps as described in legislation. What is more important, many of them may bring to training resources and assets which makes them quick and eager to learn. The circumstance that underlies a most significant asset of the disadvantaged person is that he has survived. He may have suffered a generation of poverty and oppression, but, he has not been destroyed. He may have faced and surmounted the lack of food, clothing and shelter. He may have been squeezed to the fringes of society, deprived of status and respectability, dogged by ill-health and accident without adequate care but he has managed, somehow, to live. Faced with family responsibilities under the most extraordinary difficulties, he has arranged some way out. Although frequently he may have been inadequately schooled, underpaid when employed, and the subject of discrimination he has brought himself once again to the opportunity for knowledge and training.

The plight of the disadvantaged is not new. It is, however, an ever increasing problem as economic, political and social changes force more of the population into that category.

Lacking skills and experiencing increasing pressure from economic and social changes, the disadvantaged may find it almost impossible to cope with his problems and become self-sufficient. His plight can be compounded by a lack of realistic knowledge of himself as related to the occupational environment. His aspirations frequently may not coincide with either projected educational or occupational goals. He usually lacks marketable skills. He may have little knowledge of the world of work and no understanding of production methods as practiced in the industrial community.

All his life, the disadvantaged person may have had to adapt to the most appalling conditions. In some cases, like his more affluent counterpart, he may escape into alcoholism, addiction, and crime, However, often he has not only retained his desire to live a better life, but has joined and created organizations to help himself.

As he struggles for a way to make a great leap forward, he looks for independence, not a handout. He wants attention, acceptance and understanding, not pity. He is wary of those who have made it. He asks to be listened to and taken seriously. He is more concerned with what a teacher or counselor helps him accomplish than with the teacher's or counselor's prestigious, authoritative position or promises. And finally, he looks to the training staff for corroboration of the feeling that, for him, the future holds the possibility of success.

CHALLENGES TO EDUCATION

Although education in itself is not a guarantee of gainful employment, lack of education is a severely restricting factor. The number of unskilled jobs is steadily shrinking because of the demands of a more technological society, and such jobs are often menial and without social status. As a result, these jobs are less acceptable to trainees, especially if they are members of the minority populations, which are struggling for socio-economic equality.

The causes of the lack of education vary widely. While a proportion of the undereducated have demonstrable low ability, they are not in the majority. Far more are undereducated for reasons of motivation, family problems, social pressures, and extreme mobility in the formative years. Severe reading handicaps are not unusual among trainees from any of these situations, resulting in a notable communications gap between them and society.

NEW EDUCATIONAL GOALS – FOR THE TEACHER AND LEARNER

The problems of disadvantaged people are not unique to them. In fact, teachers and counselors who work in many manpower training programs may be faced with very much the same obstacles. For example, both may face the insecurity of a new learning situation. The untrained or traditionally trained teacher or counselor must learn to work in a new context with new goals, methodologies, and materials. He must learn to resist the impulse to escape from the challenge of this newness to traditional educational objectives and activities. In parallel fashion, the trainee must learn to work in a strange job-oriented program that is different from his previous experiences with education. In the face of the unknown he must resist the urge to escape to familiar patterns of avoidance behavior such as truancy, impulsiveness, or hostility.

NEW PLANNING METHODS – WHERE CHANGE IS ROUTINE

Teacher, counselor, and trainee are faced with a similar need to learn to do more effective planning. The staff members must select a suitable learning goal, consider the alternative techniques and materials available, estimate their likely effectiveness, plan a group session, evaluate the outcome, and in the process learn to plan and teach better. In similar fashion, the trainee must understand and accept the learning goal, plan and budget his time and activities, evaluate his progress, and, in the process, improve both his learning and planning.

In addition, staff and trainee must learn to deal with constant change. For the teacher and counselor, objectives and guidelines change from training project to training project; for the trainee significant changes occur as he moves from simple to complex skills and from phase to phase of training. He faces as well the personal problems engendered by his own changing ambitions and expectations of success.

Finally, both staff and trainees may share the insecurities and frustrations involved in training projects funded by established government agencies for short periods of time. Under these circumstances, instructor and counselor have little job security and must deal daily with the pressures and demands of coordination with local, state, and federal agencies. Similarly, the trainee may usually live with anxieties derived from a poor income, termination, extension and transfer, and the question of the availability of a job when he leaves.

In brief, the principal problems of training may be common to teacher and learner. Therefore, the training situation provides all concerned with a common base of empathetic feeling, as well as planning and learning experiences.

Teachers and counselors can use their own feelings and experiences to understand and accept the feelings and experiences of their trainees as well as to build a workable instructional program.

PHYSICAL DETERRENTS TO TRAINING

It is a training tragedy that not all types of physical disadvantagement are readily discernible to the training team. Some of them, as in some cases of epilepsy, may be completely hidden. This type of disease-rooted disability, if known or later recognized, must be taken into account by the training team in establishing occupational choice. As in cases of heart disability, loss of an eye, accidental deformities and certain types of birth defects, employment opportunities are limited.

Hearing losses and defective sight can be effectively corrected during training when identified by alert instructors. Obesity or dietary habits can be dealt with as a part of the counseling program, so as to render the trainee more employable.

Team members must be alert for signs of people needing help with emotional or physical problems of any nature. Many feel a great relief to share their problems and often seek remedial help. In the following chapters, suggestions will be made as to possible courses of action available to the training team.

THE SUCCESS FACTOR – A STATE OF MIND

"Nothing succeeds like success." The disadvantaged need success literally on an instant basis.

When planned for and accomplished in the training process, success becomes a great positive force.

The counseling team can bolster hope by work with peer groups. Success stories from within the group and graduates who have succeeded are another positive force since they demonstrate that the door of opportunity can be unlocked.

SUMMARY

There is an inherent danger when we attempt to identify and classify the disadvantaged. The danger lies not in the identification of the negative factors but rather in the failure to understand their learning strengths, so instruction can be assimilated to the problem.

To the disadvantaged, poverty, suspicion, history of failure and frustration, may be overwhelming. In this frame of mind it is difficult to see relevance to long term goals. In fact, they may have little experience in planning. They may recognize their deficiencies, but have a limited knowledge of their potential and the world of work. What information they do possess is usually incomplete and frequently unrelated to reality.

We have seen, then, that while there is no typical disadvantaged person, many trainees bring to training a body of survival characteristics that may constitute a foundation for successful instruction. Each person must be regarded as an individual, and every experienced trainer knows the infinite variety of possibilities. For example, a trainee may never have had a history of poverty and struggle for survival, but may now be disadvantaged as a result of having been automated out of a job. He may have some, none, or all of the survival characteristics. On the other hand, a trainee in the same class may have had a history of extreme poverty accompanied by some, all, or none of the survival characteristics. The variations are legion.

What may be helpful in this situation is that many of the learning problems that trainees face are also faced by instructors and counselors in a somewhat different context. Training provides an extraordinary opportunity for trainers and trainees to work together and to learn together.

The challenge to the instructor is that he must use the strengths of trainees while helping them overcome their obstacles to success. The instructor must surely understand the problems. He must also have an interest to work with the group. He must not have sterotyped ideas about the disadvantaged. He must be willing to work with a team. He must accept that perhaps he will never know and understand completely the entire picture of disadvantagement. To this end, the instructor must be continually alert and studious of the problems.

Disadvantaged trainees come to the training institution with faith, scepticism, and hope. In most cases they have previously experienced only failure and a lack of understanding. While there is a need to develop within trainees healthy self-concepts and aspiration, it must be pointed out that there are two interacting polarized forces at work. These forces are the trainee and training team. It is the realignment of these forces to create lines of attraction which makes hope possible. If the forces work with a degree of compatibility, scepticism may be dispelled, faith may be justified, and hope may become a reality.

As degrading and frustrating as the forces of disadvantagement are, they can be utilized as a challenging experience so that they may be corrected or overridden. The process places trainees on the road to a productive and meaningful life.

The following chapters have been developed and designed to make this process of training the disadvantaged for employment more understandable and easier to accomplish.

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II

IDENTIFYING INDIVIDUAL NEEDS

The previous section has detailed common characteristics of the disadvantaged. But when a trainee comes for the first time to an occupational training program, he may possess some, all, or none of these qualities and those he does exhibit may vary in intensity. This means that each trainee has his private package of characteristics and needs and, therefore, that the instructor and counselor have an initial obligation to help the new trainee find out what he needs to be, to do, and to learn in order to become successful in training and on the job. It is the purpose of this chapter to describe some of the principal ways by which this is done.

DEMANDS THAT TRAINING AND JOB SUCCESS WILL MAKE ON THE TRAINEE

The rigors of training and skilled work vary from occupation to occupation, but it is possible to indicate some demands that are common to most. For example, every trainee should have or develop:

- an occupational objective that is consistent with his interests, abilities, self-image, and expectations
- the occupational skills required for the job
- the reading, writing, speaking, and computing skills and knowledge that are necessary for the job
- the ability to get along with others
- good health
- habits of punctuality, attendance, cleanliness, grooming and conduct consistent with his objective and the demands of work
- ability to make decisions using available resources to deal with financial, personal, and family problems that are obstacles to training and employment.

UNDERSTANDING TRAINEE STRENGTHS AND WEAKNESSES

We are mostly concerned with those needs of an individual trainee that result from the work and training demands previously listed, since they are vital to the accomplishment of the program goals - successful training and employment. The discovery of a trainee's needs then becomes a process of helping him evaluate his strengths and weaknesses in each of the major areas of concern listed above. Under the best conditions, such evaluation is essentially self-evaluation by the trainee aided by the instructors and counselors who bring their experiences and knowledge to bear in helping the trainee make sound assessments of himself.

Over the years, educators have developed a variety of techniques for helping people discover their strengths and weaknesses. There has been much disillusionment with many methods because their use has done great injustice to the poor and to minority groups. Therefore, in assessing the strengths and weaknesses of the poor and undereducated we utilize every component of the training and educational experience.

Prevocational or broad-area-training now precedes many programs for the development of occupational skills to assist in revealing trainee deficiencies with regard to the demands of the occupational training and employment.

ASSESSMENT OF TRAINEE NEEDS

For the individual trainee, the central thrust of training is concerned with assessing himself in order to reveal his needs, and then to do in training what is required to meet those needs. In this process he is not alone. Assisting him to make judgements about past performance, present skill, and future aptitude are the instructors who are most directly involved with skills–the occupational and basic education instructors who provide information about trainee performance.

All of the service components of an occupational training program play a role in assisting the trainee to see his needs. These may include medical, psychological and social services as well as job placement and job development services. The counselor plays a dual role: he assists in clarifying what habits and attitudes are needed and at the same time is the gatherer and organizer of information flowing in from the occupational instructor, basic education instructor, and the various auxiliary services and agencies. This information gathering and organizing function is more fully defined in Chapter V.

THE INSTRUCTORS AND TRAINEE SELF-ASSESSMENT

If the needs of the trainee are to be the starting point for his education and training, the earliest activities of an occupational training center must be planned to reveal them. Vital figures in this scheme are the occupational and basic education instructors, who must collaborate in planning the skills to be assessed. The skills are determined by the particular training and job standards involved. If the course in consideration is machine shop, the two instructors must consider what demands this occupation will make of the trainee with regard to:

- knowledge about machines, tools and metals
- skills in using the equipment involved
- occupationally-related reading
- occupationally-related computation
- habits, attitudes, interpersonal relationships
- physical exertion
- working conditions

Generally these standards are incorporated in coordinated occupational and basic education course outlines, which also indicate an appropriate sequence of diagnostic tasks from easy to difficult, from simple to complex.

The two instructors must then jointly decide what they will teach on a particular day. For example, if the machine shop task is to turn a piece of metal to a dimension and a tolerance, the basic education teacher may teach the meaning of words on the blueprint (e.g., diameter, tolerance) and the addition and subtraction of decimals.

The two must then decide how they will evaluate what the trainee does. In doing so they may judge the product produced and/or the processes and techniques used in making the product. A number of methods are available to do this.

Direct Observation – While trainees are working independently in the shop or classroom, the occupational and basic education instructors have an opportunity to observe the ways in which trainees tackle their task. They can observe, for example, the orderliness and logic of a sequence of operations, the handling of tools, safety, persistence, neatness, consideration of classmates, the extent to which directions are being followed, as well as the quality of the final product and the speed with which it was produced. By means of these direct observations many significant trainee needs are identified.

In making such direct observations it is important that the instructors be as objective as possible and that they score and record all observations. Chapter IV deals with the methods used in detail.

Being objective involves two major considerations. One, is that the instructor must have clear, well-defined standards of distinguishing good performance from average or bad performance. If a basic education instructor is evaluating the arithmetic performance of a woodworking trainee, it is of less value to say that he is good than to say the trainee shows 99 percent accuracy in whole number operations and 95 percent accuracy in fraction and decimal operations. If a shop instructor is evaluating a trainee's handling of tools, it is of less value to say that he is poor or unacceptable or needs improvement than to say that the trainee does not use the full hand grasp in manipulating the tool and cannot control it. It is necessary for all teachers and trainees, therefore, to define progress not in grades or rankings, but in terms that reflect specific training and work standards.

A second element of objectivity is that these objective criteria for evaluating performance must be applied with impartiality. This means that an instructor should avoid being swayed by his liking or disliking for a trainee as a person or as a worker. Many trainees have not had the opportunity to develop the craftsman's feeling for materials, tools and machines. Therefore, occupational teachers often react negatively to those trainees who abuse materials, tools, and equipment.

In evaluating trainee performance it is important to avoid the "halo effect," which enters into assessments of trainee performance when instructors do not disassociate the current evaluation from past performance. If a trainee has been careless in a previous task, or if he has on a previous occasion been hostile, it is easy to carry the negative effects of the past into the evaluation of the present. This is obviously both unfair and misleading.

Instructor-Made Tests – Instructor-made tests are designed to help trainees evaluate the progress they are making in the acquisition of skills and knowledge. Yet people, especially the disadvantaged, tend to feel that tests are a weapon used to "keep them in line." For many, the instructor's test has been the chief instrument of lifelong failure.

It is important, then, that the instructors and trainees recognize the test as simply a tool in the learning and self-evaluating process. Viewed this way, test grades or percents have little meaning. What is important, for example, is that this test shows that, "I (the trainee) know how to divide decimals, but not fractions."

To make tests useful in this way, the instructor must select test items because they are representative of a significant element to be learned. Tests should be prepared in simple, direct, unambiguous language. The rated tests should be returned to the trainees, who should be assisted to use this tool to ascertain their learning assets and liabilities. Item analysis of test results will often help an instructor to recognize a weakness in the curriculum, course of study, or his own teaching, and will provide the basis for selecting topics appropriate for review. Finally, the instructor-made test is a prime tool in individualizing instruction since it pinpoints the special strengths and weaknesses of each group member.

Tests may be of various kinds – Written, oral, or performance; short-answer or essay; timed or untimed. The instructor must learn to select what is most appropriate, bearing in mind that doing a task is better than writing about doing a task. Chapter IV again, deals with this material in greater detail.

Progress Charts and Evaluation Records – By means of direct observation and tests, teachers accumulate large stores of significant evaluative information about each of their trainees, but it becomes difficult to pull this information together so that patterns and trends can be seen. Progress charts and student evaluation records are tools for giving the teacher and the trainee an overview of the meaning of the teacher's direct observation of a trainee and his test results.

Progress charts and evaluation records are useful if they reflect training and work standards. In effect, on these two records we place side by side the demands that training and work make of a person and the extent to which this person is meeting these demands. From this comparison, trainee needs may become evident.

Assisting Trainees To Recognize Their Needs – It has been found through research studies that the more accurate information an individual has about his past performance the better his future performance. Therefore, instructors should constantly feed back to trainees accurate, objective information about performance. This can be done informally in the instructor's comments to a class or to an individual on work performance. These informal contacts are very important for two reasons.

- They are a source of useful observations about performance to the trainee.
- They can help to determine the trainee's attitude toward assessment, whether he regards it as a whip to keep him in line and underline his failure, or as a tool for making a sound choice of a vocational goal and reasonable progress toward the acquistion of skill.

However, we cannot rely only on the informal contacts between instructor and trainee. Any effective program provides for evaluations of a more formal nature. Some examples of more formal evaluations are:

- instructors will review test results with a class as soon after the test as possible
- instructors and counselors will use individual progress charts to provide the trainee with a continuous picture of his level of performance, his strengths and his weaknesses
- in regularly scheduled evaluation conferences and in counseling sessions, instructors and counselors can use unified evaluation records upon which are written at scheduled intervals the evaluations by all staff members. This is a basic tool for pooling all assessment about an individual to produce a more unified picture of the strengths and weaknesses of each trainee in occupational skills as well as habits, attitudes and special problems. It is generally the counselor's job to help the trainee accept and use what has been gathered.

THE COUNSELOR AND TRAINEE SELF-ASSESSMENT

The counselor may be regarded as the gatherer and organizer of information about trainees from all sources. He is the staff member who has a prime responsibility for helping the trainee to understand, accept, and use this accumulated information in identifying his own needs. As quarterback of the staff team he draws together information from many sources, principally from the observations and evaluations of occupational and basic education instructors. He conducts interviews with individual trainees and with groups to discover what help each one needs in improving his habits and attitudes, in developing personal relationships, and in acquiring skill in decision making. Counseling may, for example, uncover the need of an individual trainee to control his anger or to look ahead to the consequences of his actions.

The social worker, the medical team, and the psychologist discover other ways of helping trainees succeed. A health examination, for example, may uncover a need for treatment or a change of vocation. Placement counselors, employers, and job-developers provide feedback to the counselor of up-to-date facts about the demands of job placement and work, facts against which the trainee can measure himself.

Records Reveal Trainee Needs – A traditional source of information about individual human needs consist of past records which are in the custody of or available to the counselor. Every trainee comes to an occupational training center with a body of experience behind him, a portion of which has been recorded in various forms. Some common types available to the staff are: school records, Employment Service records, and medical, psychiatric, welfare and court records.

The counselor often reviews these records to identify the needs of an individual or to confirm what has previously been identified. In doing so, he ought to bear in mind *four* cautions.

- Past records are not always indicative of future success, particularly in the case of the disadvantaged.
- The information on records is not always accurate or reliable.
- The information on records is not always objective.
- That when an instructor reviews a trainee's records, he may be unduly influenced by what he sees, producing a negative kind of "halo effect."

Past records are therefore of limited value in identifying present and future individual needs. They may be particularly useful, however, in two ways:

- In delineating possible areas of need that may be explored using other techniques. For example, a review of records may reveal the possibility of a previously hidden strength or weakness which can then be investigated.
- In confirming or denying estimates about the needs of trainees based on other sources.

Standardized Tests Reveal Trainee Needs – Another traditional source of objective fact about the training needs of people is the standardized test. When instructors and counselors are puzzled as to the needs or abilities of a trainee, almost the first thing that comes to mind is the question: "Is there a standardized test to measure this characteristic?" This question is most natural because many professionals have come to respect standardized tests as the most objective and scientific devices for measuring many kinds of human behavior. This respect for the value and meaning of these instruments is widely shared by the general public, our trainees among them. As a result, we often seek to uncover the disadvantaged trainee's needs through standardized tests of interest, aptitude, personality, and achievement, only to discover that the results of these tests are often very confusing. There are, for example, many disadvantaged trainees whose accomplishments in training and at work belie the test scores they have obtained.

These confusions derive from the principal weaknesses of standardized tests as applied to the disadvantaged person. The first of these weaknesses is that the standardization population of the test tends to reflect the market for the test, and the disadvantaged are, by and large, unrepresented or under-represented in many standardization populations.

A second weakness is the cultural loading of these tests. Since the tests are designed for national sale, the content of the tests tend to deal with cultural experiences, attitudes and habits that are outside the world of the disadvantaged. Student A who is rich and Student B who is poor may have vocabularies of equal size, variety and complexity, but the words are likely to be very different. If a test taps the words that are in A's vocabulary, B is at a distinct disadvantage; and for him the test fails to measure what he knows.

There is still another reason for acting with caution in using standardized test results with the disadvantaged trainee. Many such trainees come to training with a long history of failure in school and at work. One of the chief instruments of their failure has been the standardized test. The culturally loaded intelligence test has been the instrument for their being "slow tracked" in school. The achievement test has been the instrument measuring how much they have failed to learn, not how much they have learned; the aptitude test has often been the instrument of their denial of a job or further education. As a result, many poor people take standardized tests with the feeling that they cannot score well and that another denial is in prospect. Not infrequently, disadvantaged people will show a loss of achievement between pre- and post-testing.

It can be said that standardized tests have masked the untapped abilities of the poor in a sufficiently large number of cases so that the results of these instruments should be used with *great caution.* However, they can be useful in at least three ways:

- Large inconsistencies in scores may indicate hidden ability that may be uncovered by other means. For example, on a reading test a trainee may have a very low reading comprehension score. This provides a clue as to the needs of the trainee in reading skills which can be verified using other techniques. Disparity between computations and problem solving scores on arithmetic

- Achievement tests may indicate the possibility that a reading handicap prevents higher achievement score.

- Ideas as to the needs of trainees developed from sources other than tests (such as training performance) can be confirmed by means of standardized tests.

- Pre- and post- testing can sometimes be used to evaluate the progress of a group. Most often this is the only objective means that we have available, imperfect as it is.

A PROCESS OF EVALUATION AND ASSESSMENT

It is the function of the counselor, with the assistance of the entire training team, to draw together from all sources the relevant information about the trainee and the work he proposes to enter and to help him evaluate continuously one against the other so that, as he pursues an occupational goal, training needs can emerge and be quickly identified.

Let us take the case of David B., who came to a training program with a view to becoming an auto service station attendant. He first showed that his vocational goal was not consistent with his performance in shop and in the basic education class in the following ways:

- his shop performance was consistently superior and he showed interest and ability in auto mechanics

- in basic education he was at the top of his group in arithmetic computation.

When, as a result of the shop and basic education instructor's recommendations, the counselor suggested that David had the makings of an auto service mechanic, David thought that it would be too hard because he thought he was "too dumb." Clearly a significant need of David's had emerged for the training team to deal with. David finally was helped to see that auto mechanics is an occupation that is more consistent with his interest, abilities, self-image, and expectations than auto service station attendant.

After three weeks in auto mechanics shop and in the basic education class, it became clear from his performance and test results that David did not fully understand the various kinds of measurements involved in auto mechanics. Another need had emerged and was dealt with by providing special instruction in this area. As David moved from shop station to station he changed partners. It was noticed by the shop instructor that there seemed to be disagreement and tension between David and each of his partners. This same inability to adapt to new people was also evident in the group counseling sessions. Still another need had become evident to be faced by trainee and the staff team. In the course of David's one-year training a medical examination disclosed his need for a change of diet, and an accident disclosed his need for greater habits of neatness at work and cleanliness after work.

After six months of training David wanted to leave training because he was falling further and further into debt on the small training allowance. He needed to learn to use resources available to him to resolve this difficult problem—careful budgeting, part-time work, supplementary welfare, and loan funds. He needed to learn as well, to face problems rather than run away and to make carefully thought-out rather than impulsive decisions. These needs were met in the training program.

The case of David is only a single example of how the needs of an individual are identified as quickly as possible in the process of training. The emphasis is on present rather than past performance, on observed behavior rather than test, on continuing trainee self-evaluation with the assistance of the complete occupational training staff in a helpful, creative, positive way.

SUMMARY

The identification of the specific needs of individual trainees is important to a training program in that the analysis of these needs will show the directions that training must take in order to achieve the goal of successful trainee employment. The entire staff is involved in the analysis and interpretation and in the final pattern of instruction and guidance that will be necessary for success.

This chapter dealt with the various methods and responsibilities of the staff members in determining and evaluating trainee needs. Yet, the eventual success of training for the disadvantaged depends on the ability of the trainee to recognize his need for self-assessment, make an assessment (with help), and seek guidance and instruction to achieve the occupational goal derived from that assessment. It is, therefore, important that the professional staff not only identify the needs of individual trainees but evaluate, interpret, and communicate with the trainee to discover the most desirable path to training and successful employment.

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FILMS FOR STAFF TRAINING

From the Film Library, New York State Division for Youth, 155 Washington Avenue, Albany, New York 12210, the following films are loaned for one showing only and must be returned no later than the day following the authorized date of use. Requests for films should be made in writing.

- WHEN I'M OLD ENOUGH. . .GOODBYE! 28 Min. – The film describes the vital and increasing problem of the "dropouts" from our school systems —the human reason for it, the false reasoning behind it, the tragedy of it, and possible solutions. U. S. Department of Labor. (1963)

- WHO'S DELINQUENT? 17 Min. – A typical American town is the setting for an incident involving two boys who steal a car and nearly kill the local policeman. The city editor of the town's newspaper sets out to discover the causes of juvenile delinquency in the area. His reporters discover that delinquency usually begins at home but that the whole town bears the responsibility. The probation officer is not equipped to handle youthful offenders, the judge does not have time to guide them, schools are overcrowded, playgrounds are not sufficient, and taverns attract many youngsters. The film ends with the townspeople meeting in an effort to solve the problem. RKO Pathe, Inc.

. TAKE AN OPTION ON TOMARROW 28 Min. – Lonely, insecure, sometimes defiant, they roam the streets in aimless dejection. They range in age from fifteen to eighteen. Most have dropped out of school; many are known to the police and the courts. Generally, they have rebuffed the efforts of traditional programs to help them.

. THE NEGLECTED 30 Min. – Forthright portrayal of hardcore families whose children have come under the protection of community authorities as a result of abuse or neglect. Reveals that through the insight and skill of the caseworker, immature, abusive, and even retarded or emotionally unstable human beings can be helped to achieve acceptable standards of parenthood. The operation of the Child Protective Services is shown in detail with stress on the role of the supervisory personnel and the relationship between supervisor and caseworker. Affiliated Film Producers, Inc. (1965)

III

EDUCATIONAL IMPLEMENTATION FOR TRAINING THE DISADVANTAGED

People who enter school for occupational training are different from students in regular school programs and these differences affect both the teaching and learning processes. This chapter will describe the staff characteristics, procedures, techniques and resources which are related to successful training of the disadvantaged (as defined in Chapter I) and will acquaint the instructor with significant reference material for further study.

CHARACTERISTICS OF THE TRAINING STAFF

Certain staff qualities, attitudes and understandings are considered essential characteristics for successful training of the disadvantaged. The ability of the instructor or counselor to reach and teach the disadvantaged is crucial to the success of the training program. Although the qualities of an ideal instructor will not vary much whether he is involved with the disadvantaged or with traditional groups of students, the instructor or counselor with less than ideal characteristics begins to show the limitations of his effectiveness very quickly when he works with the disadvantaged.

Following are characteristics that are considered appropiate for success in training the disadvantaged:

- a willingness to listen and to try to understand what trainees say
- an openness to all aspects of a situation
- a sensitivity to recognize the strong feelings of trainees
- a skill in empathizing, in imagining what the other person's situation is like.

The successful instructor or counselor must be able to:

- demonstrate his respect and liking for his students and make known his belief in their latent abilities
- communicate his respect by setting high but reachable expectations, by his impartial and consistent firmness and honesty, and by his warm personal regard for each individual
- see his task as preparing his students to make appropriate choices among potentially available alternatives

- be self-evaluative; continuing to learn by regularly checking with trainees to discover whether teaching or counseling has met their needs

- be self-supervising; able to develop a variety of improved ways of getting the job done.

The personal qualities and attitudes described are reflected in the day by day behavior of the instructor and counselor. For example, respect for the trainee as an individual leads to an attitude of openness to and acceptance of differences among trainees. Although the instructor or counselor is aware that there are common problems among the poor or among persons over forty-five years of age, he also recognizes that trainees will differ from each other in many ways which effect learning. It will, therefore, be important for him to understand the experience of each individual, the values he places on various achievements, and the kind of work and life to which he aspires. To understand the disadvantaged learner, an instructor or counselor may need to become familiar with his family situation. Some families expect too much and others too little of the learner. Some patterns of family life will support and help the trainee while others will tend to handicap him as he adjusts to the new role of student. The first task of the instructor or counselor is to explain and clarify the demands that training and jobs make on the learner and on his family. The second task is to stand ready to assist the trainee as he makes plans. Where an individual's family situation requires special planning or services, the teacher or counselor will be alert to the need for a referral.

Below are characteristics that are inappropriate for instructors and counselors in occupational training programs for the disadvantaged. Here it becomes necessary to describe those personal qualities which, while they do not disqualify an individual, are so inappropriate as to raise serious questions about his ability to adjust to the requirements of teaching or counseling the disadvantaged. Individuals who will probably not develop into the hypothetical ideal teacher are those:

- who are comfortable only in a highly orderly situation and who find constant change very upsetting

- who insist upon trainee conformity, an insistence which is related more to a need to dominate than to learning or teaching

- who do not believe in the possibility of significant change in the lives of most people

- who are unable to relate to many students in a way which makes learning possible.

The magnitude of these qualities, both appropriate and inappropriate, is not easily measurable in an applicant for an instructor position. Therefore, a continual program of evaluation, self-assessment, and development should be a vital phase of an in-service activity for the entire occupational training staff. Chapter VI deals with this problem in greater detail.

COMMUNICATING WITH THE DISADVANTAGED

How can communication between staff and students be improved? Regardless of the method the instructor or counselor chooses to meet the need of an individual learner, communication will be involved. How can the method be made effective? Can the trainee be reached with this method?

DEVELOPING A CLIMATE OF LEARNING

The first step in successful communication with disadvantaged individuals who may have become failure prone is to establish a climate of learning. An ideal atmosphere in which to work is both comfortable (free of unnecessary anxiety) and challenging (full of purpose). A climate which promotes learning develops when the instructor or counselor:

- demonstrates consistently that he expects students to achieve
- provides for each learner an opportunity for success
- rewards and thus reinforces successful learning
- considers the ideas and viewpoints of students as it involves them when planning learning activities
- shows consideration when dealing with student questions
- deals with unusual behavior or seemingly irrelevant questions in an open-minded and fair way.

Communication is improved when the instructor or counselor is knowledgeable about how people learn. Effective teaching, based on principles of learning, is especially important when one is working with people for whom formal learning has been delayed. Following are factors to be considered in how people learn.

- Human beings learn by different experiences. (By doing and not just by listening.)

- More learning is likely to take place when information is presented in several ways. (The student should see it, draw it, and use it, and not just hear about it.)

- People learn at different rates. (Observe which student learns quickly and which learns slowly and be sure that instruction meets the needs of both.)

- It is easier to remember information which is presented for a limited time on several occasions than information presented for a long time once. (Teach the new idea for a few minutes on many different days.)

- Learning increases as a greater number of the senses is involved, and sight is a much more efficient source of learning than hearing. (Talk less and show more.)

The chart on page 23, provides an excellent summary picture of the effectiveness of various methods of communication. It is important to point out that the most meaningful way for students to learn is by direct purposeful experience while the least effective way is by verbal symbols.

DEVELOPING MOTIVATION

Knowing the desires of the learner and appealing to them is essential if learning is to be effective. Individual motivation comes from expectations of success in fulfilling wants and needs within a reasonable period of time. Each person views the world from the position of his own needs and wants. Pep talks by the teacher or counselor are not adequate methods to motivate learning. Motivation comes from basic human needs expressed as goals to be attained. It is necessary, then, to identify the need in each individual, establish long and short-term goals, and work realistically toward these goals. The clearer and more realistic the goal, the greater the achievement. An example of this process is as follows:

A strong trainee motivation is. . .
"I want to earn enough money to get things I want."

Then, his long-term goal becomes. . .
"I want to become a bookkeeping machine operator."

Then, his short-term goals are. . .
"I want to attend school regularly."
"I want to learn muliplication."
"I want to develop speed at my machine."

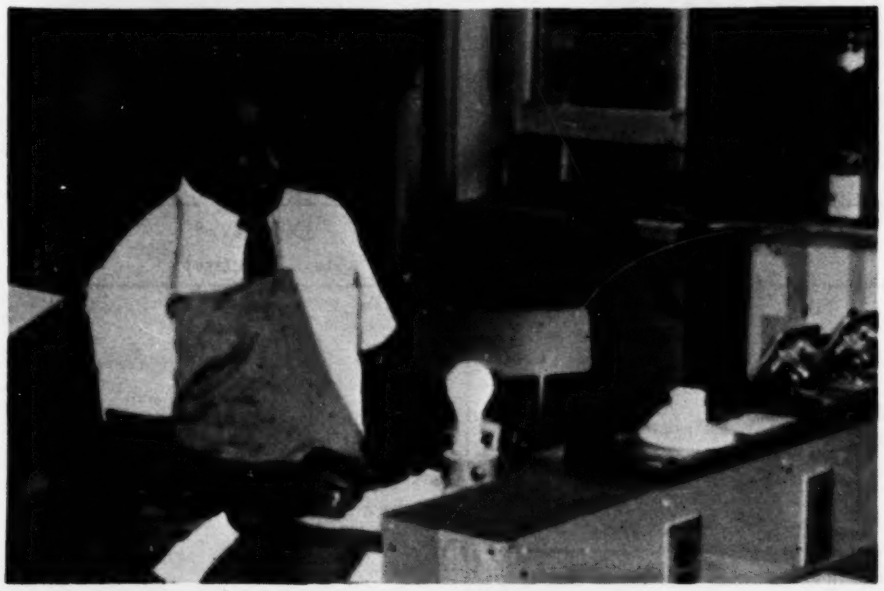
COMPARATIVE EFFECTIVENESS OF COMMUNICATION TO LEARNING

<table>
<tr><th rowspan="12">COMMUNICATION METHODS AND DEVICES</th><th colspan="3">LEARNING ACTIVITY</th></tr>
<tr><th>UNLOCKING SYMBOLIZATION
(Least Effective)</th><th>LISTENING & OBSERVING</th><th>DOING
(Most Effective)</th></tr>
<tr><td>Verbal Symbols: Textbooks and Lectures, Written and Spoken Words</td><td></td><td></td></tr>
<tr><td>Visual Symbols: Maps, Diagrams, Charts, Chalkboard</td><td></td><td></td></tr>
<tr><td colspan="2">Audio and Visual (Stills): Tape, Recordings, Pictures, Radio, Filmstrips, Slides</td><td></td></tr>
<tr><td colspan="2">Motion Pictures: Films, Television (Live or Transcribed)</td><td></td></tr>
<tr><td colspan="2">Exhibits: Display, Models, Cut-aways, Photographs</td><td></td></tr>
<tr><td colspan="2">Field Trips: Observation and Participation in Real Situations</td><td></td></tr>
<tr><td colspan="2">Demonstrations: Showing How a Thing is Done</td><td></td></tr>
<tr><td colspan="2">Dramatized Experiences: Role Playing, Reconstruction of Authentic Processes Not at Hand</td><td></td></tr>
<tr><td colspan="3">Contrived Activity: Working Models, Simulated Occupational Shop Experiences</td></tr>
<tr><td colspan="3">Direct, Purposeful Activity: Direct Participation in an Authentic Occupational Shop Situation or On-The Job Experience</td></tr>
</table>

This chart was developed from "The Cone of Experience" Illustration in G. Wesley Sowards and Mary Margaret Scobey, *The Changing Curriculum and the Elementary Teacher*, 2nd Edition, (San Francisco; Wadsworth, 1967), p. 378.

Since many disadvantaged trainees have experienced school failure and are conditioned to accept failure, special efforts are necessary so that they can learn how to reverse the pattern of failure.

Trainees can learn to expect and plan for success if:



Success – the motivational force.

- they experience some success in each area of learning
- failure is explained and understood as the first step toward learning
- learning is rewarded by praise and recognition
- the staff works together and regularly keeps the student informed of his progress
- information is available about jobs he can work toward
- there is regular help available to do planning and set realistic goals.

DEVELOPING A LANGUAGE TO COMMUNICATE

Much has been written about the language of the disadvantaged, a lack of verbal ability among people who have not succeeded in school and the differences between the speech of teachers and those they teach. It is important for instructors and counselors to consider how the language of the learner affects communication, the teaching process, and the employability of trainees.

A visit to a cafeteria or break area of a training facility where trainees eat or assemble will convince the instructor or counselor that most trainees are verbal and communicate very well among themselves. If the instructor or counselor has difficulty in understanding or in getting trainees to participate in discussions as part of preparation for jobs, the following suggestions may help.

- The instructor or counselor should listen carefully to familiarize himself with the language level and meanings of words used by his trainees.

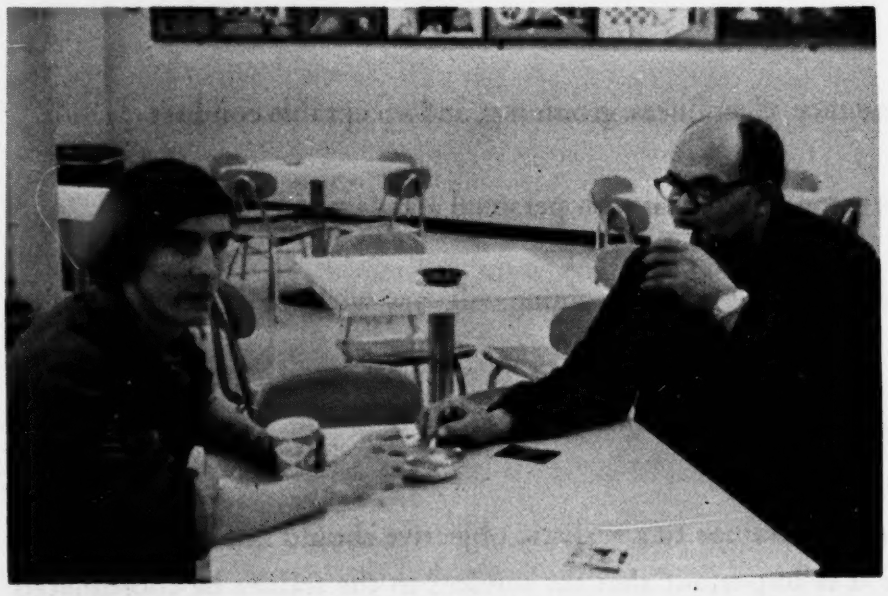
- The topics introduced for discussion should be planned with the group, and the importance of the subject in getting ready for a job should be carefully explained.

- When preparation for a job involves learning a new vocabulary and when a trainee's usual speech will probably hamper his employability, the situation should be explained in detail. Many opportunities for observing and practicing the new speech should be provided throughout training. For example, a trainee preparing for an office job can role-play greeting visitors and answering the telephone.

- Not all trainees will need to change their usual speech in order to become employable, although most will need to learn the words associated with their occupational training and will need to improve their reading skills.

- When a student's poor progress in reading is related to his failure to use newly learned words daily (over-dependence on colloquial speech), he should be advised of the importance of oral practice.

- In any situation in which a trainee is asked to change his usual speech, the reason should be related to job goals.



Instructor-trainee communication during coffee break.

It should be recognized that effective communication involves complex considerations. The purpose here has been to focus on the need for examination of communication methods, to encourage further investigation and study, and to endeavor systematically to increase the effectiveness of communicating with the poor, the underdeveloped, and the older learner.

APPROACHES TO TRAINING FOR INDIVIDUAL NEEDS

Once the individual needs of the trainees have been identified, it becomes the responsibility of the training staff to select and establish the range of available resources, develop methods and techniques of applying them, supervise their presentation and evaluate the effectiveness of the method or technique selected. This must be done with full understanding of the nature of trainee need, the available resources to meet these needs and the methods and techniques which will be most effective. With this understanding an appropriate plan can be developed to satisfy individual needs.

UNDERSTANDING THE NATURE OF TRAINEE NEED

The nature and scope of trainee need was presented in Chapter II and is reviewed as follows:

Every trainee must have or develop:

- an occupational objective
- entry occupational skills
- the reading, writing, speaking, computing skills, and job related knowledge
- the ability to get along with others
- good health
- habits of pictuality, attendance, cleanliness, grooming, and acceptable conduct
- the ability to use available resources to deal with personal and family problems.

The resources, methods, and techniques selected for the training will vary with the characteristics of the particular individual need.

USE OF COMMUNITY RESOURCES

The resources utilized in bringing each trainee to a realistic objective should not be limited to members of the training staff. While it is important that the services to the trainee be coordinated by a designated member of the staff, the community and its resources should be involved and have knowledge of their role and expected contribution. The various community agencies can often provide the specific type of assistance required in unique cases of need. Representatives from business, health clinics, service groups, State Employment Service,and countless others from the community can aid in working to meet the needs of a program for the disadvantaged. Each community has vast resources that are as available as each staff member's outreach activity and involvement.

There are countless instances where community agencies can provide needed services for trainees. Since the limited funds allocated to training programs do not permit them to provide exsive services for every possible area of need, if an individual has need for health, personal or family services it may well be out of reach of possibility of the training staff. In this case the involvement of a community service agency is needed and appropriate.

It is important to recognize that personal or family problems can seriously affect an individual's performance and ability to learn. The training staff should be concerned that individual needs are met. If they cannot be satisfied within the training setting then it is the responsibility of the staff to seek assistance from within the community. Most communities provide a directory of agencies with a brief commentary on the role and purpose of each.

Typical resource agencies in a community might include:

- Neighborhood Youth Corps
- Family Court
- YW and YMCA
- Boys' Clubs
- Urban Renewal Agency
- Public Health
  - Chest Clinic
  - Prenatal Clinic
  - Polio and Immunization Clinic
  - Child Health Clinic
  - Diabetes Detection Clinic
- Speech and Hearing Center
- Visiting Nurse Association
- Youth Bureau
- Child Guidance Center
- Human Relations Commission
- Boy Scouts of America
- United Fund
- Salvation Army
- Catholic Youth Organization
- Association for the Blind
- Jewish Family Service
- Homemaker Service
- Community Action Program
- Neighborhood Center
- Council of Churches
- Home for Unwed Mothers

Key resource agencies and personnel in each community should be involved in the training program. A file can be established containing such information as:

- Name of agency
- Address and telephone number
- Names of personnel and specific functions
- Kinds of services which the agency performs
- History of contacts with the agency

GUIDANCE AND COUNSELING SERVICES

The overall aim of the counseling program is to assist each student to develop personal, educational, and vocational goals which are consistent with his values and the personal skills necessary to achieve these goals. It is important that each person gain not only self-understanding and self-respect, but also self-direction, so that when he leaves the program he can continue to establish suitable goals and to develop the personal plans which will support them. Since decision making is a continuous process, each trainee needs to become aware of the relationship between success and skill in decision making. He needs to become able to assume the responsibility for the decisions he makes.

So that all the aforementioned aims may be accomplished, the counseling services must be wide-ranging and the counseling program should be structured to provide both individual and group counseling for all trainees on a frequent basis. If trainees are to become self-directing problem solvers who can make self-serving personal decisions, they need frequent opportunities to get feedback about their behavior from the instructors, from peers, and from the counselors. A self-evaluative problem-solving atmosphere can be developed in the school by having:

- regular evaluation conferences and reports by the staff team
- regular feedback to students
- individual interviews, on not less than a monthly basis
- group planning sessions at least once a week
- maintenance by the guidance staff of records containing specific information related to the referral, performance, and needs of each trainee.

Individual Counseling – A warm and concerned human-to-human relationship will encourage the trainee to seek help from the counselor on an individual basis. Since all staff members are concerned with students, any staff member may refer a student for counseling services. If no referral is made by the trainee or by his teachers, the counselor will schedule each to be seen individually at least once a month. The trainee needs a regular opportunity to evaluate where he is in terms of both vocational and personal skill development. Individuals who may have had few experiences with the helping professions may not initiate a request for service. It is the responsibility of the program, recognizing the need for regular evaluation and planning by each trainee, to provide the necessary time and opportunity for this activity.

Individual counseling sessions provide an opportunity for the trainee to consider his values and goals, successes or failures. This consideration must serve as the starting point for making plans in which the counselor serves as an expert on how to develop skills. The counseling theories which are most appropriate for working with the learner in training are those described in learning

Group Counseling on Job Interviewing.

theories as confrontation or the focus on the here and now. The counselor is involved in thinking with the trainee, helping him to identify areas in which he is unsuccessful, assisting him in deciding where to start to work, suggesting ways in which he can start to improve, giving him feedback on his progress. These counseling methods are quite appropriate for working with the disadvantaged because they direct the attention of the individual to problem solving and decision-making skills which he needs to develop, and they show success in a relatively short period of time.

Group Counseling – Counseling in groups supplements the individual counseling program. The use of a group is especially appropriate for working with the disadvantaged for two reasons:

- individuals are helped by knowing that others have similar problems
- the experiences of others who face the same problems often encourage an individual to change.

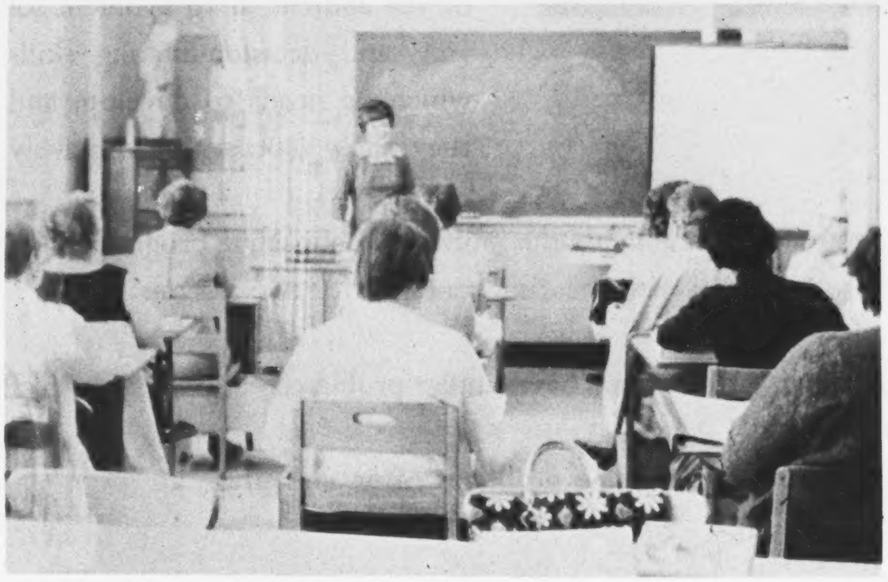
Furthermore, group counseling provides an efficient and time-saving way to help trainees faced with the day-to-day problems of adjusting to a training program. For example, if attendance regulations are distributed during the group session and the discussion includes the reasons for the rules and how they work, less time is needed for individual counseling about attendance regulations. Only those individuals who have additional questions or special situations will need to be seen on an individual basis.

The group sessions usually are concerned with a variety of questions which come from the needs of individual members. Some of the areas most groups will need to consider include:

- feelings and ideas about the requirements of the school and of the jobs for which they are training
- occupational information related to self-evaluation and the development of a job objective

- the ways in which people learn about themselves and decide what is important to them
- the ways in which people can learn skills and develop habits and attitudes needed to hold a job
- models for personal planning about money, health and family situations
- how to use community and school services which can help overcome handicaps to training and employment.

Speakers – Speakers who have information the group needs can be invited to attend a session and to share their experiences. Members should be consulted in advance of the visit and should prepare questions. Workers who live in the neighborhood and graduates of the program who are now successfully employed provide vocational information in a way which is more easily understood and remembered than do written materials on the same subject. Getting the word from those who are involved in a day to day contact creates higher interest and increases learning. A few examples of types of speakers used in this way might be:



An Auxiliary Group Representative (AA) talking on alchoholism.

- a graduate talking about the problems on his new job
- a personnel director discussing the importance of an interview
- an employer leading a discussion of the importance of working harmoniously with others
- a public health official dealing with problems such as drug use, alchoholism or veneral disease

- a representative from the Attorney General's office to discuss one's rights as a consumer

- recreation leaders to talk about the use of spare time.

Materials for Counseling – Films and pamphlets must be carefully selected so that they meet the needs of the group. For example, the clothing, the homes, and the speech of the people shown should be similar to that of the individuals in training so that they can accept the materials and learn from it. The ideas and situations need to be appropriate for adults. Action and color are important qualities because they are easier to remember than long descriptions. Counselor-prepared materials which have the characteristics recommended here are preferable. However, some commercially prepared materials may be useful. The best sources of occupational information are original —the worker who does the work, the employer, and the government bureau which issues licenses or regulates employment. To be effective, information from textbooks and references such as *Occupational Outlook Handbook* must be related to local conditions and brought up-to-date by the teacher or counselor. A sample of such materials is listed at the end of this unit.

Role Playing – Role-playing is a very effective way to do group work with the disadvantaged because there is activity, participation, and involvement. For instance, when trainees act out an interview, they can more easily learn the skills involved than they can by reading or talking about interviews. One person acts as the employer and another applies for a job. Later the roles are reversed so that each gets an opportunity to increase his understanding of the behavior of both employers and employees. The group criticizes and helps individuals to prepare for the actual experience of being interviewed.

An example of role playing which has been effectively used centers around the use of the telephone. The trainee may be asked to play the role of an employee who is sick and unable to work. He is asked to use the phone and call his employer. A tape recorder can be used for playback and discussion at a later time. For example: a trainee might say, "Hello, Mr. Berger? I can't work today, I'm tired," and hang up. Another might say, "Hello, Mr. Berger? This is Bill Calvin, I have a fever and don't think I should come in today, I hope I can come in tomorrow." This type of role-playing can lead to a very beneficial discussion dealing with the "do's" and "don'ts" of how to report absence.

Open-Ended Situations – One of the most important goals of the group work is to develop a problem-solving atmosphere in which the individual can learn to make increasingly self-serving choices from alternative modes of behavior open to him. The group practices on problems presented by its members. It is helpful for the counselor to present additional problem situations which are typical so that the group can develop skill in dealing with them. For example, all trainees need to make plans for the family emergencies which occur when allowances are late. The counselor might provide the group with an opportunity to do this planning by presenting a problem situation which may be described by the counselor, printed and distributed, played on a tape, or acted out by group members. He might say, for example:

> A few months ago, one of the men who has a family didn't get a check for four weeks just after he transferred into this center. He didn't even have carfare to come to school and yet if he didn't attend, he would lose time from training and lose more money too. He might even end up having to leave the program. What can he do?

The task of the group is to personalize the problem and then share their experiences and ideas to develop as many possible ways of dealing with this emergency as are needed by various members of the group.

Tape Recordings – If the group work is to be an efficient and time-saving means of help, the group needs to develop skills in working together within a relatively short period of time. The members of the group must be made aware of what they do and what they need to do to make group sessions a means of self-help. The tape recorder can be used to record all or part of any session and then played back to the group for their evaluation. For example, if a group has difficulty getting started, the first five minutes of a session can be played back. The members evaluate what they are doing and then make plans to improve. The summary at the end of each session can be taped and played at the beginning of the subsequent session so that any unfinished work can be brought to the attention of the group.

Inside/Outside Groups – If the group is to develop skill in decision making, the members of the group must become aware of the many different ways in which members contribute to the work of a group. Members have to learn to be willing to take responsibility for working in different ways at different times. The inside/outside group is one way to demonstrate the different responsibilities which individuals have to the group. Make a circle of 5-7 chairs within a larger circle. Members interested in working on a specific problem are seated in the inner circle and these members participate. Those members in the outer group listen and observe the inner group for a specific period of time such as 10 to 15 minutes. The outer group then evaluates and gives feedback on such things as leadership, productivity, amount of participation, and feelings both externally visible or implied. The roles are then reversed and the outer group becomes the inner group. Each individual has an opportunity to learn more about how his behavior and that of others affects the work of the group.

The methods, techniques and materials recommended for use in individual and group counseling with the disadvantaged are those which are consistent with the goals of counseling - to learn how to plan, to make decisions, and to deal more successfully with the day-to-day, here and now situations. The most appropriate methods will be those which allow for activity and participation, and those which provide opportunity for the trainee to use his own experience and that of his peers. Of the many techniques which meet these criteria, some of the most effective are role-playing, open-ended siutations, tape recording, and inside-outside groups.

Group instruction represents the most widely used setting in meeting individual needs. There is a vast variety of teaching methods, and procedures which might be listed here. The following represent the more significant ways of teaching.

Demonstrating a bricklaying technique.

The Lecture – The lecture involves verbal symbols with little or no pictorial supplement. This is a poor approach with the disadvantaged because of the necessity for continual abstraction.

The Demonstration – The demonstration is used in connection with the manual skill that needs to be developed. It involves showing and provided more meaningful exposure when dealing with tools, materials, operations, and processes. The demonstration should appeal to as many senses as possible. Enough tools, parts, or objects should be available for lengthy individual inspection and handling. Opportunity is usually provided for the learner to repeat the task after it has been demonstrated by the instructor. It is more effective teaching to demonstrate how to solder a connection, for example, than merely to discuss it. Planning carefully for demonstrations is essential. A written plan, like the following sample should be used:

A DEMONSTRATION PLAN

Title: Grinding Lathe Tool Bits

Demonstration: #3

Unit: I

OBJECTIVES: To develop the skill of grinding lathe tool bits and an understanding for the need of the proper angle for the variety of uses.

INSTRUCTIONAL AIDS:

1. Display of tool bits
2. Display of wooden models
3. Grinder and safety goggles
4. Mild steel practice pieces ½" x ½" x 4"
5. Wall charts
6. Display of different turned pieces

A Demonstration Plan - Continued

MOTIVATION: Point out the proper and improper finishes and various shapes and materials as shown in the display of turned pieces.

THE LESSON – IMPORTANT POINTS

1. Shape of cutting tool bits (Use display of wooden models)
2. Cutting angles-rake and clearance (Use wall charts)
3. Explain theory of cutting action and how various angles and materials affect the action
4. Explain purpose of variety of angles and shapes
5. Demonstrate proper grinding techniques-holding, pressure, cooling and safety (grinder and goggles)
6. Honing and its value

QUESTIONS:

1. Why must a lathe cutting bit have rake and clearance angles?
2. Why must the angles change for various materials?
3. Why must goggles be worn when using the grinder?
4. What happens when the tool bit is overheated while grinding?
5. Why do the bits need to be honed?

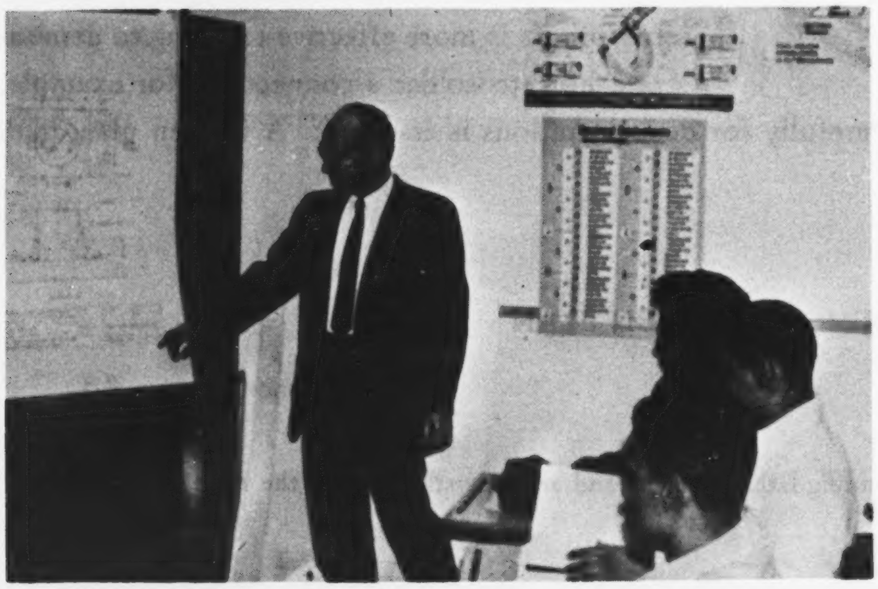
SUMMARY: (Short review of the lesson's main points)

1. Shape of cutting tool bits
2. Cutting angles-rake and clearance as affected by materials
3. Safety in grinding
4. Grinding and honing techniques

ASSIGNMENT:

Job Sheet - Lathe No. 4, Lathe No. 5

Read - How to Run a Lathe, South Bend Lathe Works, Chapter IV. Shop Theory, Henry Ford Trade School, Chapter 16, page 136.



The related lesson in metal occupations.

The Related Lesson – The related lesson technique is similar to the demonstration, except that it is intended to present needed information to accompany the manual skill gained in a demonstration. Again, a written plan for a related lesson may be found on the following page.

A RELATED LESSON PLAN

Title: Elements of Nutrition　　**RL: # 32**
Unit: VIII – Food Services and Nutrition

OBJECTIVES: Develop an understanding of proper dietary needs. Develop an understanding of the importance of nutrition in maintaining healthy bodies. Develop an understanding of diet variations.

TEACHING AIDS:
Basic four food overlays
Bulletin board displays

MOTIVATION:
1. What did you have for breakfast today?
2. Did it meet the minimum nutritional requirements?
3. Definition of nutrition.

THE LESSON – IMPORTANT POINTS:
1. Meats
   (a) Nutritional Value - proteins, fats, iron, and vitamin B complex.
   (b) Sources such as beef, veal, lamb, pork, liver, kidney, poultry, eggs, fish, and shell fish.
2. Vegtables and Fruit
   (a) Nutritional values - vitamins A and C and minerals.
   (b) Sources - citrus fruits, green peppers, brussel sprouts, broccoli, spinach, asparagus, carrots, sweet potatoes, apricots and peaches.
3. Dairy Products
   (a) Nutritional value - calcium, proteins, and vitamins.
   (b) Sources - milk, butter and cheese.
4. Bread-Cereal Group
   (a) Nutritional values - protein, iron, vitamins and carbohydrates.
   (b) Sources - breads, cereal, rice and macaroni.

QUESTIONS:
1. Name the four basic food groups.
2. Name a good nutritional food source in each group.
3. What are the sources for Vitamin D?
4. What food group supplies the main source of protein?
5. What nutritional values does fish supply?
6. Which of these basic food groups do we require in our daily diet?

SUMMARY:
1. The four food groups.
2. The main nutrients supplied by each group.
3. The main sources that supply the nturients in each group.

ASSIGNMENT:
Make out a menu for one day keeping in mind these minimum daily needs.

Problem-Solving and Decision-Making Method – Problem solving and decision-making promotes thinking by representing an unsolved problem to the learner. The learner is not given the answer, but rather coached toward developing his own solution. This method encourages the trainee to think through the potential range of solutions and develop the appropriate one. The instructor predetermines the outcome, guides the thinking, but the solving is up to the trainee. This provides him with problem-solving experience which can be made transferable to other similar tasks. For an example: A water bucket has a small hole in it and is in need of repair. The instructor can say, "Put a sheet metal screw in it," or he can say, "What ways can you think of that we could fix it?" The second approach leads to a collective solution, arrived at by the thought process. It permits the learner to consider as many possibilities as his previous experience provides and teaches him to reject the inappropriate ones. He gains experience in being selective. With direction, planning, and encouragement, this process can become habit. The trainee must learn the importance of the decision-making process. He needs to develop skill in decision making. He further needs to learn to take the responsibility for the decision he has made.

Discovery Method – This method helps the learner discover what he knows and what he needs to learn. The approach reveals to the learner some need that he had not previously identified. If he needs to recognize his ability to work with fractions in measurement, the instructor can set up situations which will reveal this need quite clearly. Working a cash register will frequently reveal the need to make change more accurately. When one discovers his own inadequacies "accidently" it is often easier to work to overcome them. The instructor, as guide to the learner, should be ready at hand to provide direction when the discovery of need occurs.

Individual Task – This method provides for an individualized solution suited to each learner's unique characteristics. When the instructor knows his student's capabilities and limitations he can provide tailor-made programs to meet their skill needs. Each learner within the same instructional setting can, in this manner, be dealing with problems and tasks matched to his individual situation. This method permits much instructional flexibility but is demanding since extensive planning and preparation is required of the instructor.

Individual Task Assignment – Electronic Trouble Shooting.

We might use the individual project approach, for example, in the case of a trainee in the automotive area, anxious to do extra brake work. He might become involved with an individual project such as the setting up a model master cylinder and wheel cylinder with connecting lines to show its function. The instructor, having determined that this is appropriate, gives the trainee the direction he needs and permits him to work independently.

In electronics, a trainee could trouble-shoot a radio or develop an electronic instructional aid. In the machine shop he could do repairs or construct a new tool or device. A trainee in the welding area might construct a storage rack or study about new welding materials.

This method may also be quite applicable in basic education. It permits the instructor and each student to work in a unique and appropriately related area. This method permits each learner to work in an area of greater instructional need to him than to his classmates. Writing news stories, library organization, filing, sorting and newsletter reporting are all areas which lend themselves to individual work.

In the hands of a creative instructor this method permits increased flexibility and effectiveness in the individualizing of instruction that is vitally needed when training the disadvantaged.

Individual Study – This involves extensive examination of reference material and deals mostly with abstract and verbal concepts. As such, this is of limited value in communicating with the disadvantaged.

It may be effectively employed, however, as a individualized approach to instruction. For example, if a trainee is removing and repairing the engine on a foreign automobile it will be necessary for him to do some examination of reference manuals to determine the procedure, tools, and safety precautions necessary to complete the work successfully.

The individual study method is meaningful when a trainee has the direction and ability to seek information and to use it effectively.

Team Teaching Method – Team teaching is an accepted pattern of effective instruction found in quality education programs across the nation. One of the purposes of team teaching as it appears in our public schools is to provide for the differences in competencies which exist among teachers. Team teaching as has been used in Manpower Development and Training programs can provide a meaningful link between occupational skills and basic education. When the two areas are linked in a team-teaching environment the learner senses the relative value of each and senses the importance of each. In learning fractions, for example, a trainee in the food service area will sense the relative value if he is taught in the context of his occupational training. Weighing hamburg meat and making equal portions will provide a better learning vehicle for fractions than an unrelated problem. The team teaching pattern, involving a basic education teacher and an occupational teacher, can be most effective in assessing individual needs and in developing realistic programs to meet the determined needs. The team teaching pattern can evolve in a variety of ways. In its simplest form team teaching involves two teachers who interrelate their efforts in dealing with the same classes. Their content and timing are determined jointly and their method involves mutual reinforcement. Many interpretations of team teaching can be found. The references cited at the conclusion of of this chapter will be helpful in planning for team instruction.

Programmed Instruction Method – Programmed instruction provides a carefully developed sequential approach to learning a prescribed task. Programmed materials are all usually developed commercially and vary widely in their operation, method, and content as in the form of a workbook with directions and answers, or an electronic device with pictures and sound. In either case, the purpose is similar: to present material in an individualized, systematic manner, and to build upon the correct responses of the learner. As appropriate programs are developed they will doubtless be effective learning tools. An important aim of the occupational training program for the disadvantaged should be to encourage independent study. When trainees graduate they need to have an understanding of the value of independent study. Programmed instruction can serve effectively in accomplishing this related goal of the training program.

Instructor assisting a trainee on use of programmed material.

Grouping Method – Grouping is, for our purpose, the organization and structuring of trainees within a class based on their needs and ability to attain an identified objective. Individual needs require individual attention and planning. Groups may be established as similar individual needs are identified. The group thus formed will have similar goals. When group goals have been identified, individual differences should be anticipated and provided for.

Grouping permits more effective teaching since it creates an enviroment in which there are similarities. Trainees might be grouped according to their reading scores, their ability to bake pies, their inability to clean spark plugs, or any other appropriate task or characteristic. It may be helpful, for example, to group all those with excessive tardiness in a group that will deal with the topic, "Punctuality in Employment." There are countless reasons for grouping. It should not be done as a teaching convenience, but rather as an aid to learning for a specific group who can benefit from others who are having a similar experience.

Heterogeneous grouping, which involves a wide range of ability at a given task, can also be a valuable teaching tool. The more capable members of a hetergeneous group will often show the way for those who are having difficulty. However, since homogeneous grouping involve the identification of similar or like characteristics and grouping them together, it is more effective than homogeneous grouping in the training setting because it places similar needs together and increases instructional efficiency.

Grouping is being done by the instructor who simply asks two people to work together on a given task. The instructor should develop a systematic approach to grouping so that groups are developed with some thought as to their objective and collective ability to reach that objective.

Small group instruction for trainees with similar basic education objectives

Several resources are cited at the end of this chapter which will permit a further examination of this important area of classroom organization.

Field Trips – The field trip adds realism and actuality to the trainee's experience. Carefully planned and organized, the field trip is among the most effective of the instructional methods. It helps to relate the theory of the classroom to the practice of life itself, and it adds an ingredient of hopefulness. The purposes for field trips and the resources available to visit are limited only by the vision of the staff. The following suggestions are offered to aid in assuring that field trips are meaningful and successful.

- Choose several typical industries or businesses in your occupational field and arrange with the management for a possible visit by you to survey what you want the trainees to experience on the proposed visit.

- Take notes during your visit concerning the processes and operations, the equipment, the range of skills or occupations available, the maximum number of trainees that can be effectively conducted on a tour, who will conduct them, what he will say, and above all, what you will say before, during, and after the tour to the trainees. Time and duration of visits must also be planned.

- It is a good basic practice that field trips parallel the following procedures:

  A. Prepare the trainees to receive maximum learning by

    - explaining the purpose of the experience

- telling them what they will see and what they should look for
- introducing them to unusual words and unusual situations which they will encounter
- naming and describing special machines and processes they will see
- preparing them to expect a quiz, verbal or written, when they return after a class review of the experience.

B. Notify the field trip host of the purpose of the trip, what you want the trainees to derive from it, and what you would appreciate their stressing to the trainees. Do this in writing and send a copy to your supervisor, who will follow up with a letter of thanks. Confirm the time, place, and date in your letter.

C. After the trip (showing or demonstration) the trainees should discuss the trip under the guidance of the instructor who should prepare stimulating questions. Write these questions.

D. The instructor should then summarize the major learnings, vocabularies, and concepts.

E. All trip records should be filed for future reference with comments on their effectiveness.

Field trips might involve hospitals, local merchants, industrial firms, banks, boatyards, assembly lines, airports, museums, and many others. The place of visitation is determined by its relevance to the expressed need of the individual or group.

Cooperative planning and careful attention to safety, control, and organization are essential ingredients in a meaningful field trip. The preparation of the trainees for the visitation, by pointing out what they will see, is important. Time should be provided for questions, follow-up, and evaluation of the visit. The instructor should consider the field trip among the many resources available and utilize it accordingly.

Audio-Visual Instructional Materials – Instructional materials are an essential part of the communication between teacher and learner. Once considered supplementary to the instructional program, they have grown in prominence until now they are considered essential. Recent studies in

CONTRIBUTION OF AUDIOVISUAL INSTRUCTIONAL MATERIALS TO LEARNING

	16 mm Sound Motion-Picture Films	8mm Silent or Sound Motion-Picture Films	Filmstrips	Slides	Flat Pictures and Learning Displays	Posters and Charts	Maps	Chalkboards	Community Study	Radio	Recordings and Transcriptions	Language Labs and Tape Recorders	Models and Specimens	Educational Television	Programmed-Learning Materials[b]
VISUAL															
Visually re-creates situations involving motion which occurs anywhere	X	X							X				X	X	X
Visually re-creates the past	X	X	X	X	X	X		X					X	X	X
Visualizes theoretical ideas and microscopic life	X	X	X	X	X	X		X					X	X	X
Visualizes with natural color	X	X	X	X	X	X			X				X	X	X
Visualizes natural dimensions (Three-dimensional)	X	X	X	X	X			X	X				X	X	
AUDIO															
Re-creates characteristic or environmental sounds	X	X	X[a]						X	X	X	X		X	X
Re-creates events through dramatization	X	X	X[a]							X		X		X	X
UTILIZATION															
Sequence fixed	X	X	X											X	
Flexible organization permits rearrangement				X	X	X	X	X	X		X	X	X		X
Permits restudy	X	X	X	X	X	X	X	X	X		X	X	X	X	X
Permits leisurely examination, discussion, etc.			X	X	X	X	X	X	X		X	X	X		X
Control of time and place of use	X	X	X	X	X	X	X	X	X		X	X	X	X	X
Can usually be produced locally	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

[a] Sound filmstrips only.

SOURCE: Figure 15-1, "Contributions of Audiovisual Instructional Materials to Learning," from Walter A. Wittich and Charles F. Schuller, *Audiovisual Materials,* 4th Ed., New York: Harper, 1967, p. 482. Reprinted by permission of Harper & Row, Publishers.

classroom communication point out the need for increased audio-visual instructional materials. This enriched approach to classroom communication is particularly effective in teaching the disadvantaged because of their greater need for elaboration, reinforcement, and visualization.

The following list represents the scope of audio-visual instructional materials available.

- Chalkboard
- Charts
  - flips
  - manufacturers pictorial, cutaways and data
- Flat pictures
- Television
- Bulletin boards
- Projection aids
  - 16mm film
  - slides
  - filmstrips
  - overhead projector
  - opaque projector

- Three-Dimensional Aids
    - sectioned parts
    - models
    - mock-ups
- Audio Aids
    - tape recorder
    - record player
    - radio
- Duplicated Sheets
    - study guides
    - information sheets
    - job and assignment sheets
    - operation and skill drill sheets
- Other Aids
    - standard tests
    - magazines and newspapers
    - programmed materials

There are countless applications for these instructional materials. They may be used individually or in combination. The experienced instructor will work for a meaningful blend of instructional resources which will aid in effectively teaching a given skill.

The chart (at the top of the previous page) indicates appropriate uses and contributions to learning of the various audio visual devices.

An examination of the references listed will lead to an increased understanding of the role of various methods in teaching the disadvantaged.

Individual Instructor Techniques – Techniques instructors have found effective in teaching the Manpower Development Training classes dwell on uses of the unexpected incident, the extemporaneous, role playing, the open discussion technique, contemporaries who are realizing the same goals, news articles from current papers, guests as participants to help with personal development, and a flexible plan that may be altered to suit immediate needs as they become apparent.

Every instructor has the potential to develop a technique. The raw materials are experience and the resources which have been described. These raw materials in the hands of a creative instructor take on meaning and shape. The ultimate value of the technique thus developed is the realization that teaching effectiveness has improved and increased learning results.

Resource Personnel – Every community contains concerned and knowledgeable people who can be involved in the training program to meet particular needs. Employers may be willing to talk to potential graduates about specific wages, working conditions, and fringe benefits. Medical personnel may be willing to help with special health programs. Voluntary agencies may be anxious to set up a thrift shop or some other needed auxiliary service. Law officials may help clarify some of the rules and regulations and the reasons for their existence. Personnel managers may be solicited to conduct mock interviews to aid in understanding the procedures and purpose of an interview. The possibilities go on and on. Within the walls of a training center are contained many of the resources and methods for meeting trainee needs; but there are many resources beyond those walls which can add variety, effectiveness, and reality to the training program.

RELATING EDUCATING METHODS TO LEARNING NEEDS

The categories of trainee need have been described and the scope of methods available to satisfy these needs has been discussed. The remaining unanswered question is the key. How is the appropriate method selected to meet a specific need? It is obvious that each staff member must become thoroughly familiar with the needs of the individual and must be fully acquainted with the battery of resources available to aid in meeting them.

It must be recognized that there is no perfect solution, rather that some methods may be more productive than others. No single prescription could possibly be applicable to all cases since there are far too many variables involved. The instructor's technique will vary; the characteristics of the trainee and the degree of need and receptivity will vary. In fact, very few factors will remain constant from one situation to another. The decision to use one method as opposed to another must finally be a judgemental one. But this decision must be based on a clear understanding of the need and full knowledge of the resources.

The selection made by two instructors may involve different methods, and rightly so. Their techniques, their resources, and their judgement may be quite different. The important point here is that they considered the problem carefully and molded the most appropriate and justifiable method from their own vantage point. It is therein that individuality, freedom, and responsibility lie.

The following charts are intended to illustrate ways in which methods can be effectively used to meet various needs.

DEVELOPING AN OCCUPATIONAL OBJECTIVE

	METHODS							
STAFF MEMBER	Field Trip	Counseling (Testing)	Role Playing	Resourse Personnel	Films	Team Teaching	Programmed Instruction	Problem Solving
Occupational Instructor	X				X	X		X
Basic Education Instructor			X	X		X	X	
Counselor	X	X	X		X			X

The first chart illustrates an area in which several members may be involved. The purposes here is to indicate the methods which might be employed to aid an individual trainee in developing an occupational objective which is consistent with his abilities, self image, and expectation. This chart deals with a rather general purpose. It illustrates how three staff members see their role in aiding an individual to develop a realistic occupational goal. The occupational instructor chose the "field trip," but not "resource personnel." The basic education teacher chose "role-playing" and "resource personnel," etc.

RELATING TEACHING METHODS TO GOALS

GOAL OR OBJECTIVE	METHODS						
	Field Trip	Counseling	Resource Personnel	Films	Demonstrations	Team Teaching	Individual Project or Instruction
To read a rule				X	X		X
To be on time	X	X	X			X	
To understand fractions				X		X	
To spell related terms						X	X

The second chart indicates how an instructor might relate methods and needs in order to develop an appropriate approach. It indicates some basic feelings regarding various approaches. Again, these are not presented as recommendations. The purpose of this discussion is to stimulate thinking toward the development of a creative framework for relating methods to needs. It is suggested as a possible vehicle for selecting appropriate methods and planning cooperatively with other staff members for effectively meeting individual needs.

PLANNING AND IMPLEMENTATION

When the appropriate method has been carefully selected, the task has only begun. A plan must be developed which provides for implementation and evaluation. Following are examples of the kinds of questions an instructor or counselor should ask himself as he develops an approach to meeting individual needs.

Should I provide this experience in an individual or group setting?

Should it be structured or informal?

Is the trainee aware of the relationship of this experience to the things he has done or will do?

Have I provided for a clear development from the known to the unknown? Is the individual aware of terms, tools, parts, and concepts I will be using?

What is the most effective way he can learn? Have I made maximum use of his senses to increase learning and retention?

Are additional resource personnel or technical aids appropriate in meeting this need? Which ones? How should they be utilized?

Does this experience lead to an understanding of a fundamental concept or is it a mere exercise in verbal memorization?

In this method, am I using a positive communicating approach?

Should other staff members be aware of the information I have discovered, or will discover? How should they be involved for reinforcement?

Do I need to know more about the individual before I proceed?

How can I provide for follow-up experience to reinforce this learning?

Have I provided for evaluation of the effectiveness of this approach?

It is obvious that these are but a few of the examples of steps in thinking through the application of a selected method. The purpose of this brief presentation is to point out the need for examining the selected method and molding and shaping it to fit the unique situation to which it must be suited.

SUMMARY

In proportion to the demands realized in teaching the disadvantaged, we have only scratched the surface. A deeper analysis is in order in all of the areas presented. Staff workshops and individual planning and study will doubtless add greatly to the focus of this chapter. A deeper analysis and discussion of these concepts is recommended. This effort can lead to productive case conferences, brainstorming sessions, and demonstrations of the methods and techniques mentioned.

It will aid in developing a clear understanding of the needs of individuals and of the role to be played by each staff member in satisfying those needs.

The qualities, attitudes, motivations, and characteristics of the successful teacher of the disadvantaged have been presented here in some detail. These are prerequisite to any discussion of methods and techniques of meeting individual needs.

An understanding of the learning characteristics, level of language motivations, and needs of the individual trainee is of paramount importance. An effective blend of resources and methods must be selected to provided for each identified trainee need. Each staff member should be aware of the resources of the training program and the community. He must have an understanding of the capabilities and limitations of the technical devices available to him.

The task of molding an effective solution to the needs of the individual is complex. It places awesome responsibility on those involved in developing and implementing an effective method. The ultimate objective is increased employability and understanding for the trainee.

REFERENCE MATERIALS FOR FURTHER STUDY

Beggs, David W. III, (ed.), Team Teaching – Bold New Venture, Unified College Press, Indianapolis, 1964.

Dawson, Helaine, On the Outskirts of Hope – Educating Youth from Poverty Areas, McGraw-Hill, New York, 1968.

Frost Joe L., and Glenn R. Hawkes, The Disadvantaged Child – Issues and Innovations, Houghton Mifflin Co., Boston, 1966.

Glaser, Robert, Teaching Machines and Programmed Learning, II – Date and Directions, National Education Association of the United States, Washington, D. C., 1965.

Griffin, John Howard, Black Like Me, New York: New American Library of World Literature Inc. (A Signet Book), 1963.

Hellmuth, Jerome, (ed.), Disadvantaged Child, Special Child Publications, Seattle, 1967.

Howe, Reuel L., The Miracle of Dialogue, The Seabury Press, New York, 1963.

Loretan, Joseph O. and Shelley Umans, Teaching the Disadvantaged, Teachers College Press, Columbia University, New York, 1966.

McCloskey, Elinor F., Urban Disadvantaged Pupils, Northwest Regional Educational Laboratory, Portland, 1967.

Peter, Laurence J., Prescriptive Teaching, McGraw-Hill Book Company, New York, 1965.

Riessman, Frank. The Culturally Deprived Child, Harper and Row, New York, 1962.

Wittich, Walter A., and Charles F. Schuller, Audiovisual Materials, Harper and Row, New York, 1967.

PAMPHLETS AND MONOGRAPHS

The publishers listed below publish pamphlets and occupational information covering different occupations. On request, most of the publishers of these materials will add the name of the counselor to their mailing lists to receive announcements of new publications as they appear.

- Bellman Publishing Company, Cambridge, Mass.
- B'nai B'rith Vocational Service, Washington D. C.
- Careers, Largo, Florida
- Chronicle Guidance Publishers, Inc., Moravia, N. Y.
- Institute of Research, Chicago, Illinois
- N. Y. State Education Department, Albany, N. Y. (Highlights)
- N. Y. State Department of Labor, University of State of N. Y., Albany, N. Y.
- Occupational Outlook Service, Washington, D. C.
- Personnel Services, Inc., Jaffrey, New Hampshire
- Science Research Associates, Inc., Chicago, Illinois
- U. S. Government Printing Office, Washington, D. C.
- U. S. Women's Bureau, Washington, D. C.
- Vocational Guidance Manuals, Inc., Bayside, N. Y.

FILMS FOR STAFF TRAINING

There are many occupational films which are useful in the guidance and counseling program. Some of the most effective are to be found in the O. E. O. Film Guide published by the U. S. Government Printing Office. For example:

- THE BRIGHT SIDE 23 Min. – A Puerto Rican family is used to demonstrate happy family relationships.

- THE CAPTIVE 28½ Min. – A story of people affected adversely by technological change and of the country's responsibility to them.

- A CHANGE IS GONNA COME 20 Min. – A film made by amateur Neighborhood Youth Corps enrollees in East Harlem which depicts the poverty they see there.

- CHRISTMAS IN APPALACHIA 29 Min. – CBS documentary on poverty and a barren Christmas in Appalachia.

- THE DISINHERITED 30 Min. – Poverty among American Indians.

- THE EMOTIONAL DILEMNA – Growing number of Americans who have mental and emotional problems.

- MARKED FOR FAILURE 54 Min. – A close examination of life on the streets of Harlem section in New York City.

- THE NEGLECTED 35 Min. – Effects on children predestined to social and educational failure and efforts to overcome the disadvantages.

From the Film Library, New York State Division for Youth, 155 Washington Avenue, Albany, New York 12210, the following films are loaned for one showing only and must be returned no later than the day following the authorized date of use. Requests for films should be made in writing.

- MARRIAGE AND DIVORCE 15 Min. – Marriage must be approached creatively, intelligently and with a will to make it work. The pitfalls of modern marriage and the reasons for the increase in the divorce rate are dramatically emphasized.

- MARRIAGE IS A PARTNERSHIP 16 Min. – A marriage is founded upon the working partnership of a husband and wife as much as upon their love and dreams. The various types of adjustment that need to be made are described in detail through the experiences of one newly-married couple. Coronet Instructional Films. (1951)

- OUR BASIC CIVIL RIGHTS 14 Min. – Describes the meaning of the Bill of Rights, due process of law and the part both play in our everyday lives. Coronet Instructional Films. (1950)

- FINDING YOUR LIFE WORK 22 Min. – High school students are shown how to pick the right vocations by making studies of occupations and appraising their individual interests and abilities. Carl F. Mahnke Productions. (1960)

. THE DROPOUT 29 Min. – In the next ten years, one out of every three American students is expected to leave high school before graduating. Some of the reasons for this trend are shown in the early childhood and development of a typical dropout. After leaving school, he jumps from job to job on a road to nowhere. Potential dropouts are then shown being helped by remedial reading classes, a broadened curriculum, apprenticeship programs after school activities and guidance by student counselor. International Film Bureau. (1961)

. YOU AND YOUR FRIENDS 10 Min. – A party is the scene for illustrating various tests of friendship. They are: loyalty, good manners, friendliness, honoring secrets entrusted by others and dependability. YMCA Motion Picture Bureau.

. GETTING A JOB 16 Min. – Explores the variety of leads which are open high school students in search of a job. It also describes how to use the many aids to job-hunters, such as the personal history, the letter of application and the letter of recommendation. Encyclopaedia Britannica Films. (1954)

OTHERS FILMS FOR COUNSELING

Available from Association Films, Inc., 600 Grand Avenue, Ridgefield, New Jersey, 07657:

. Beauty in the Making - color – 18 Min.
. Case of the Missing Tooth – 5 Min.
. Good Looks – 20 Min.
. Losing to Win – 11 Min. (dieting)
. Take Time for Your Teeth – 14 Min.
. The Truth About Hair Coloring – 28 Min.

Available from Daytona Beach Film Service, Daytona Beach, Flordia:

. The Best Way to Eat – 14 Min.

Available from Modern Talking Picture Service (Buchan Pictures), 122 West Chippewa Street, Jackson Building, Buffalo, New York 14202:

- A More Attractive You – 25 Min. (teenagers)
- Teen-Aged? Have Acne? – 10 Min.
- Stewardess Story – 20 Min.

Available from Federal Civil Service, Department of the Army, Camp Drum, Watertown, N.Y.:

- Working for U. S. A. – MF-61-8810

Available from A-V Director, Armour and Company, P.O. Box 9222, Chicago 9, Illinois,

- The Clean Look

Available from Coty Inc., Publicity Department, 423 West 55th Street, New York, New York 10019: (2 months notice)

- Beauty is a Science

Available from Education Service, Bristol-Meyers, 630 Fifth Avenue, New York, New York 10020:

- Good Grooming Charts

FILMS ABOUT INSTRUCTIONAL AIDS

The following films are available without cost except for return insured postage from Cinelab, State Education Department, Albany, New York 12224:

- AUDIOVISUAL MATERIALS IN TEACHING, Cat. No. 122, Coronet – Shows variety and range of AV materials.

- ACCENT ON LEARNING, Cat. No. 2, Ohio State, 28 Min. – Shows variety and use of teaching tools.

- AUDIO VISUAL AIDS TO LEARNING, Cat. No. 7, U. S. Army, 11 Min. – Enriching learning by planned AV aids.

- GATEWAYS TO THE MIND PART I, Cat. No. 181, Bell Tel., 35 Min. – Dr. Baxter explains sensing.

2

. GATEWAYS TO THE MIND PART II, Cat. No. 182, Bell Tel., 35 Min.

. WHAT IS AUDIOVISUAL EDUCATION, Cat. No. 139S, Kinescope, 28 Min. – Multi-sensory approach and how to apply it.

. COMMUNITY RESOURCES IN TEACHING, Cat. No. 26., Univ. of Iowa, 20 Min. – Using industry for field trips.

. MODELS AND SPECIMENS: TYPES AND PURPOSES, Cat. No. 165S, 28 Min. – 3-dimensional aids: kinds and preparation.

. CHOOSING A CLASSROOM FILM, Cat. No. 127, McGraw-Hill, 18 Min. – Shows variety of photographic approaches.

. HOW TO USE A CLASSROOM FILM, Cat. No. 128, McGraw-Hill, 15 Min. – The 5 basic steps in using films.

. HOMEMADE MATERIALS FOR PROJECTION, Cat. No. 57, Indiana Univ., 20 Min. – For use in overhead, slide, and opaque projectors.

. PROJECTING IDEAS ON THE OVERHEAD PROJECTOR, Cat. No. 93, University of Iowa, 15 Min.

. TEACHING MACHINES AND PROGRAMMED INSTRUCTION, Cat. No. 105, University of Wisconsin, 29 Min. – A basic primer showing concepts & media.

. PHOTOGRAPHIC SLIDES FOR INSTRUCTION, Cat. No. 90, Indiana Univ., 11 Min.

. RECORDING FOR INSTRUCTION, Cat. No. 119, Indiana University, 11 Min. – Shows use in business education and other courses.

. IDEA OF NUMBERS, Cat. No. 60, Inter. Film Bur., 14 Min. – Number concepts: decimal & binary.

IV

EVALUATING TRAINEE PROGRESS

It is the intent, at this point, to acquaint instructors and counselors with the process of evaluation and its relevance to the learning process in occupational training programs. This chapter will deal with the evaluation process and how it can become a valuable tool for the occupational training staff as well as for the trainee as he learns to look at himself.

Also, ideas will be presented which will not only familiarize staff with the need to evaluate, ways to evaluate, and uses for evaluation results, but also to provide insight into evaluation as it applies to the disadvantaged, be they poor, underdeveloped, and/or adult learners.

OCCUPATIONAL TRAINING AS RELATED TO THE WORLD OF WORK

Occupational training can be considered the experiences which bridge the gap between unemployability and employability. The gap may be a result of the inadequacy of skills, attitudes, self-discipline, knowledge, or academic preparation. Whatever the reason, however, it is the responsibility of the training team to determine the difficulties, provide experiences designed to eliminate the difficulties, and establish an evaluative device to determine the extent to which the experiences have helped trainees overcome their difficulties.

The accomplishment of these tasks cannot take place without the cooperation of the trainee. It is the responsibility of the training team to provide frequent relevant feedback to the trainee regarding his difficulties, the experiences which will help eliminate them, as well as the extent to which the trainee has eliminated them. Such feedback must be based upon ongoing and periodic evaluation.

This kind of information in the hands of the trainee becomes his personal tool as he is led toward objective self-evaluation and self-appraisal. It helps the trainee to build his own background of knowledge regarding the world of work, its expectations and its needs, and helps him see not only how far he has progressed toward employability, but also how far he still must travel before he reaches his personal training goal.

IMPLICATIONS FOR OCCUPATIONAL TRAINING PROGRAMS

It is with the gap between unemployed and employed described in the foregoing that the training staffs in occupational training programs must deal. Their efforts must be geared toward the work world the trainees must face upon completion of their courses. It is a responsibility, then, not only to structure experiences which will qualify trainees for the jobs they seek, but also to acquaint them with the expectations which the world of work holds for them. The trainee himself must face his limitations and potentialities realistically and together with the training team work toward eliminating deficiencies. The approaches which the team uses to point out accomplishments, deficiencies, limitations and potentialities is the heart of evaluation.

THE PROCESS OF EVALUATION

Evaluation is an estimate of the worth of a thing in terms of its purpose. The purposes may vary, but implicit to evaluation is the idea that the purpose must be predetermined and expressed is such a way that desired behavior can be demonstrated and a determination made as to whether or not the observed behavior meets the criteria previously established. Though the processes used to evaluate take many forms, basic to effective evaluation are several underlying principles:

- the trainee ought to be convinced of the need to evaluate
- evaluation criteria with scales which range from minimum to optimum performance ought to be established and trainees ought to understand them
- a testing device ought to be selected or constructed
- performance on that device should be interpreted and results communicated to the trainee
- training experiences should be adjusted in the light of the evaluation.

When preparing a series of training experiences to be included in a vocational training program, an instructor must establish certain priorities. Based upon the final skills and related knowledge which render a trainee employable, an order will be established and certain experiences will be planned as prerequisites for others which follow.

Instructor/trainee consultation to assist the trainee to evaluate and understand her need.

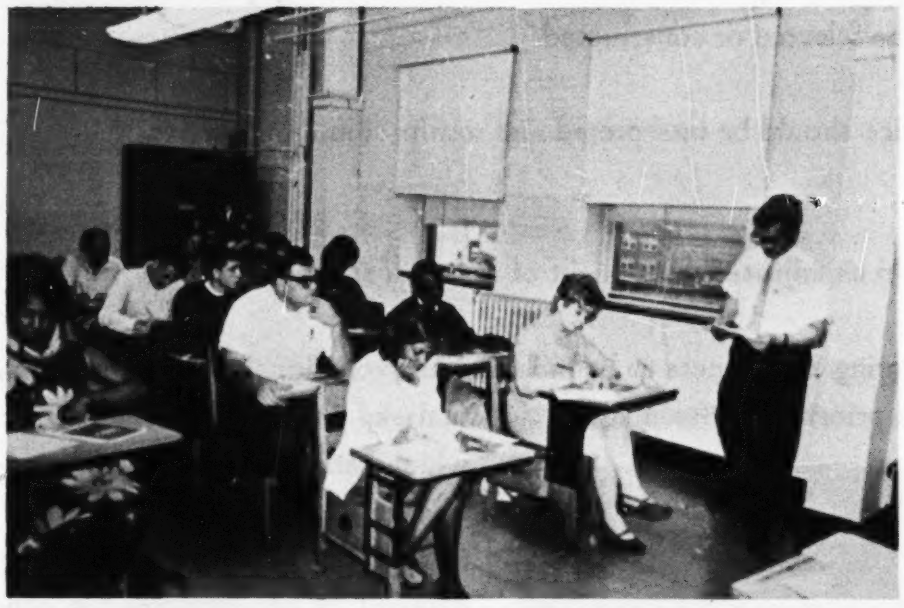
At certain intervals in the course, the instructor will need to determine the quality of the learning and will therefore establish a method which will provide him with this information. Having established this need to evaluate, he must make certain that the trainee knows and understands this need.

Once the need to evaluate is established the instructor prepares a list of criteria to set forth the kinds of performance he expects trainees to exhibit because of the learning experiences which they have had. Then, the instructor must locate or construct a testing device which will allow the trainee to exhibit his ability to meet the pre-established criteria. Items should not be included if they do not allow the trainee to do so.

After a device is selected or constructed and after the trainee has completed the series of experiences upon which the device is based, the test should be administered. It is important that the test be scored as soon after the administration as possible so that trainees can be informed about the results and their meaning while those results are still important to them and so that training can be altered, if necessary.

EVALUATION UPON ENTERING TRAINING

When a trainee applies for training he usually does so because of his inability to secure or hold a job. This is an over-all symptom. In order to determine the underlying causes for the symptom, background information is necessary. Much of this background information can be supplied by the Employment Service and other records which are available to training center personnel.



Training center administering tests upon entrance to program.

Based upon this information the staff draws preliminary conclusions regarding the types of difficulties the trainee has. In addition, certain training center administered tests may be given to add more information to the trainee's accumulated file which, in conjunction with that previously compiled, can point toward some basic difficulties which the trainee may have.

Once this information is compiled and interpreted, it must be translated into action. It is the center's responsibility to structure a set of training experiences which will help the trainee to overcome his deficiency. This is only a beginning. Faulty diagnosis, changes in trainee behavior, and other variables such as motivation and ability to learn require that ongoing evaluation take place so that changes in the training experiences can be made when necessary. Thus, diagnosis, continuous evaluation of behavior, and adjustment of treatment of problems is a continuous cycle of actions which leads to elimination of the symptom.

EVALUATION FEEDBACK AND GUIDE

Much of what is established as good in the world of work is governed by employers' assessments of what will produce a standardized product which will yield a profit. An occupational training center, on the other hand, deals with a living product which is complex, unstandardized, and relatively unpredictable. Its aims must include assessment of its "product" in terms of the needs and expectations of that world of work. It is therefore incumbent upon the center to evaluate not only its end product – employable persons – but the intermediate processes which lead to employment as well. Thus, evaluation becomes on the one hand a process to help facilitate growth and change on the part of each trainee and, on the other, a process which checks the quality of that process throughout the training cycle. It is in the former that the occupational training staff must assume the greater interest, because as the trainee evaluating process develops, teaching effectiveness, and need for reteaching and the need for changing teaching strategies will become apparant. The main emphasis will be to help trainees to see themselves realistically, to see their progress or lack of it and to help point the way toward self-improvement and eventual employability.

Interpretation of Data – It is important to the training staff to interpret results of tests in order to help trainees make certain decisions about training. Test results point out weaknesses and strengths an individual may have and therefore help staff members provide learning experiences accordingly. However, another equally important need is for the valid interpretation of results. The trainee himself must be informed of results and those results must be interpreted to him in such a way that they have relevance for him in relation to his personal goals.

Test data being "fed back" and interpreted so trainee can make decisions about training.

Research shows that learning takes place when the learner sees its relevance and when it fulfills his needs. It is one thing for an instructor to say a trainee needs to know something, but quite another when a trainee sees it for himself. The former is dependent upon a trainee's confidence and trust in the judgement of his instructors. The latter is the trainee's internal commitment to his need. Certainly either can be used effectively by the instructor, but the latter is less dependent upon the relationship between an instructor and the trainee and will therefore be less subject to day-to-day changes in human relationships.

For example, Mr. Jones, instructor in auto body repair is a dynamic individual whose physical appearance, confidence, and energy have won for him the admiration and respect of trainees with whom he works. After trainees have worked with Mr. Jones for a short time, it is apparent that they trust his judgement and respond positively to the experiences which he plans for them. As a consequence, Mr. Jones has found it unnecessary to justify, in terms of the work world, the various requirements he makes of the trainees and over a period of time simply makes assignments and judgements as to their satisfactory or unsatisfactory completion. His rapport with trainees has seemingly eliminated the need for interpreting progress or lack of it to the trainees.

Although the rapport Mr. Jones has established is important, it does not relieve him of his responsibility to relate the training experiences – progress or lack of progress in terms of employer requirements – to the trainee. If Mr. Jones does not communicate these things to trainees, their performance is primarily dependent upon their relationship with Mr. Jones and not upon a realistic understanding of their own employment needs. In this example our hypothetical Mr. Jones is probably providing trainees with the necessary training experiences but has failed to encourage self-evaluation by the trainee. He has failed to place the responsibility for self-improvement where it belongs – with the trainee. The trainee therefore, although receiving training experiences necessary for an auto body repairman, has not been given the opportunity to make decisions or judgements about his training nor has he participated in any self-evaluation activities.

It is therefore important that trainees are given ample opportunity to become knowledgeable about their evaluations and the implications of them. Here it may be necessary to present the results and explain not only the implications to an individual trainee, but also to point out limitations of the tests and the importance of looking at them realistically. Furthermore, once it is understood what test results indicate, instructors and counselors can work cooperatively with trainees to help them plan courses of action which will enhance their personal learning.

EVALUATION PROCEDURES AND DEVICES

There are many ways in which we can evaluate. However, it is imperative that we look at evaluation realistically. We must first determine what it is that we wish to evaluate and then choose or construct an instrument which will measure the behavior which we have deemed important. The following discussion will mention a few of the types of evaluative instruments which can be used. The intent here is merely to acquaint instructors with some widely used testing devices. The specific evaluative devices which are most useful for the disadvantaged will be discussed later in this unit.

STANDARDIZED TESTS

Generally speaking, these tests are commercially prepared paper and pencil tests which measure a variety of traits. These tests are usually administered to a large sample population and the results are normed so that any individual taking the test has data to which his score can be compared. Although these tests are widely used, their validity with the disadvantaged population has been questioned frequently.

Usually these tests are constructed in a cultural setting which differs radically from the cultures of the disadvantaged, and therefore they do not accurately measure the potential of the disadvantaged trainee. In addition, these commercially prepared tests usually require a skillful test administrator and a person skilled in interpretation of test results. Some of the more common types are achievement, diagnostic, intelligence, and aptitude tests.

Although there may be some valid purpose for the use of these standardized tests in working with the disadvantaged, the mounting evidence indicates that with this population, verbal tests standardized on general population samples, will not be accurate measurers or predictors of the performance of which the disadvantaged are capable.

TEACHER-MADE TESTS

Although commercially prepared tests can be of some value to the training team and in a test-retest situation to measure growth in a given area, their usefulness for on-going evaluation is limited. Because of the specialized nature of the specific training which occurs, other means for evaluation must be sought so that both the instructor and the trainee have the basis upon which to regulate the training, accelerating and expanding it when possible and slowing it down when necessary. Teacher-made tests still tend to be the most effective method for an ongoing evaluation.

Paper and Pencil Tests – Most common of the teacher-made evaluative devices is the paper and pencil test. Generally of two types – objective and essay – these tests are constructed by the teacher to evaluate, through verbal responses, the effectiveness of a certain set of learning experiences. A test constructed so that it reflects significant knowledge rather than detail can help the trainee to find out how much he knows as well as how much he needs to learn.

The objective type of test can include true/false, multiple choice, matching and completion questions. Although these tests are more time consuming to construct, they are more easily scored than the essay. In addition, objective tests usually contain many more items than do the essay and therefore sample a greater number of the learning experiences. It is also easier to compare or analyse the test at the item level. By analyzing each item on a test, an instructor can judge which test items were clear to trainees, which items require rewording and which items indicate the need to reteach important concepts. The essay type tests, although perhaps more easily constructed, take time to score and tend to be less objectively evaluated. Although both tests have a place in the evaluation process the objective test tends to be preferred by testing personnel. For the training center, these would probably be more valid.

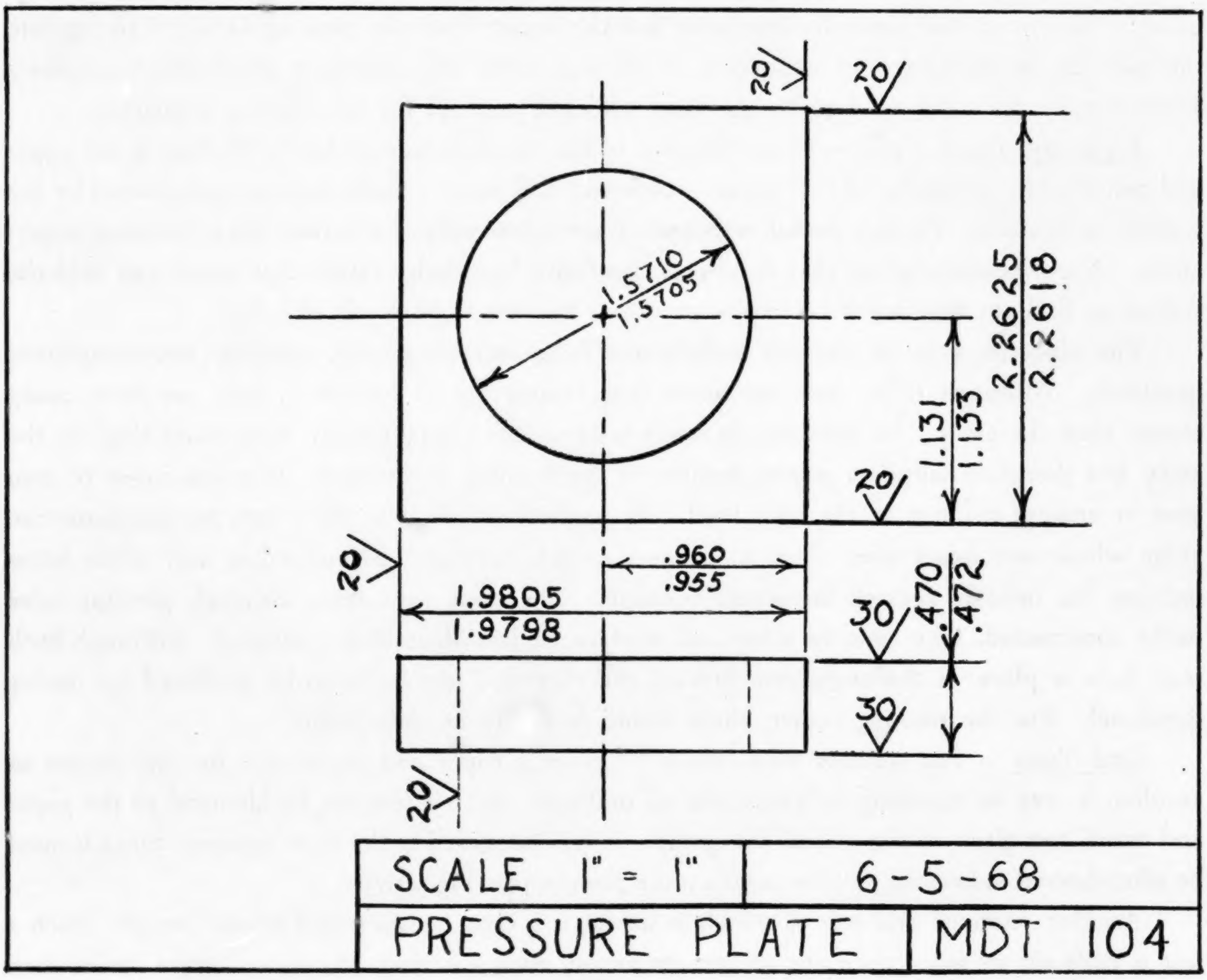
Oral Tests – For trainees who cannot be given a paper and pencil test for one reason or another, it may be necessary to administer an oral test. Such a test can be identical to the paper and pencil test given to the rest of the group. It will be scored in the same manner. Since it must be administered individually, it becomes a more time-consuming activity.

Another form of oral testing which is useful is a class question and answer period. Such a test is difficult to score since not all persons answer each question. As an evaluative device such

technique can give the instructor considerable insight into what needs to be reviewed, as well as whether or not some misconceptions have developed. This type of evaluation certainly presents a minimum amount of threat to the trainee.

Performance Tests – Performance tests, unlike paper and pencil tests, require that the testee perform specific tasks in a required manner or in a predetermined order. In addition to testing overt behavior, it can give insight into the testee's related knowledge or lack of it. This type of test appears to be less threatening to performance-oriented trainees since it involves little or no written communication.

MACHINE SHOP PERFORMANCE TEST


20
20
1.5710
1.5705
2.2625
2.2618
1.131
1.133
20
20
.960
.955
1.9805
1.9798
30
.470
.472
30
20
SCALE 1" = 1"
6-5-68
PRESSURE PLATE
MDT 104

OBJECTIVES, PERFORMANCE CRITERIA AND RATING OF MACHINE SHOP PERFORMANCE TEST

TEST: Lathe Set Up and Bore Grind

OBJECTIVE: To determine the skills attained by a trainee in reading a blue print, selecting the proper equipment, operating a lathe and surface grinder and to measure from print specifications.

TASK: Produce one pressure plate to size and specifications shown on Blueprint MDT 104.

PREPARATION OF TRAINEE: From trainee's progress chart determine that the trainee has been instructed in and has previously performed all operations necessary to produce the Pressure Pad. Instruct the trainee that he will be graded on operational procedures and safe practices as well as on final part inspection.

GRADING:

Instructor Observation: 48 credits, 4 units each.

1. Safety glasses used
2. Chuck key removed
3. Proper speeds and feeds
4. Proper use of drills and boring bar
5. Tool post wrench removed
6. Selection of proper grinding wheel
7. Testing of grinding wheel
8. Proper balancing and mounting of grinding wheel
9. Proper dressing of the grinding wheel
10. Proper mounting of part on the grinder
11. Safe set up and use of profilometer and tools
12. Starting over after spoiling the part

Instructor's Inspection: (with student presnet) 50 credits, 5 units each.

1. Check proper length for conformance to limits (2.2625 - 2.2618)
2. Check location of hole along length dimension (1.131 - 1.133)
3. Check proper width for conformance to limit (1.9805 - 1.9798)
4. Check location of hole along width dimension (.960 - .955)
5. Check thickness (.470 - .472)
6. Check hole diameter (1.5710 - 1.5705)
7. Check surface finish of hole 20✓
8. Check surface finish of top and bottom 30✓
9. Check surface finish of all four edges 20✓
10. Check all edges for removal of grinding burrs

For a performance test to be an effective evaluation device, it must be carefully planned, administered and interpreted. It requires that certain principles be considered and previously planned so that both trainee and instructor know in advance what is to be accomplished and why. The following suggestions should be considered in the construction of a performance test:

- determine what performances need to be formally tested
- isolate each task within the operation
- describe what is being measured
- describe the tasks which will be used to measure the performance
- describe the procedure to be used
- describe the method of communicating the requirements to the trainee
- list the criteria which will be used to evaluate the performance
- identify excellent performance, minimum acceptable performance, unacceptable performance standards.

An example of a performance test which takes into consideration these principles is shown on pages 58 and 59. The test exhibits the detail which is necessary when constructing a performance test. Each individual act throughout the test has been listed and weighted so that upon completion of the performance, an accurate description of performance is immediately available to the trainee and can be immediately interpreted to him. This immediacy is important since the trainee can be guided to look back upon his performance in light of the instructor's comments and make judgements as to his performance for himself. The performance test is adaptable to most vocational skill areas and the results of

An instructor interpreting and commenting on results of a trainee's performance test

trainee performance can be charted on an individual progress chart; see example below, listing each training experience determined to be necessary to employment.

TRAINEE PROGRESS REPORT

Project No. ____________ 196__ ______________________________

Machine Shop

______________________ ______________________ ______________________

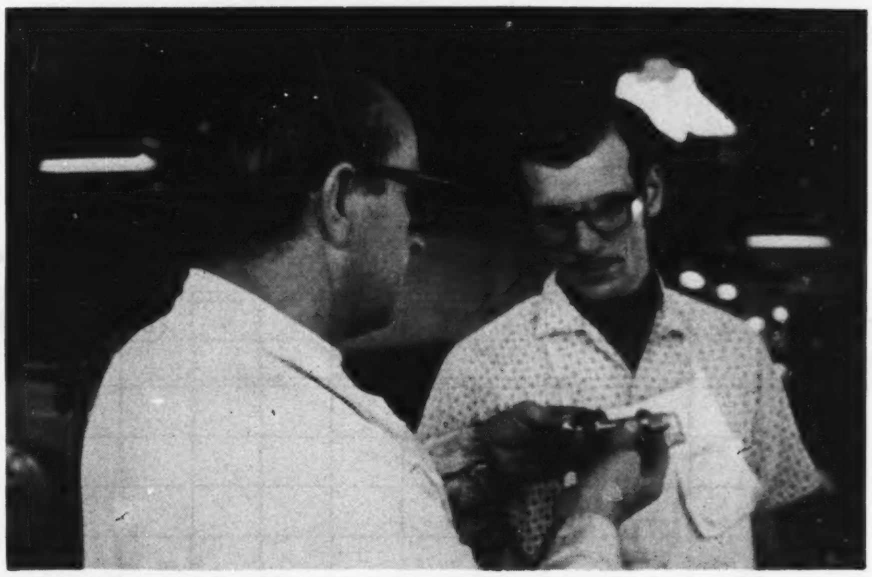
Instructor Course Trainee

UNIT - Engine Lathe	Wk#	1	2	3	4	5	6	7	8	9	10	11	12
	Reg. Hrs.												
Safety													
Turn & Face Center Drill													
Turn Between Centers													
Undercut													
Chamfer													
Thread													
Bore													
Internal Thread													
Internal Undercut													
Knurl													
Steady Rest													
Follow Rest													
Change Chuck Jaws													
Indicate Round Stock & Jaws													
Indicate Square Stock & Jaws													
Face Plate & Fixtures													
Grind and Set Tool Bits													
Cut-off – Partings													
Trn. Hrs. To Date													
Class Hrs./Wk.													
Trn. Hrs. To Date													
Class Hrs. To Date													

Still another positive attribute of this type of test is its relevance. Employers expect performance and evaluate employees within this frame of reference. Thus, the trainee may view it not only as a training evaluator, but as a preparation for the kind of evaluation he will face as an employee.

Observation Testing – Ongoing evaluation in the form of daily observation of performance probably presents the most promise for occupational training centers. An example of observation

test format appears below and on page 63. When considered in its most practical sense, observation for evaluative purposes becomes the team's most valuable tool. In Chapter II, it was mentioned that direct observations of trainees engaged in independent work is useful in identifying needs. Observations over a period of time reveal the extent to which the planned learning experiences have affected trainees' performance of tasks, their relationships with staff and other trainees, the quality of their final products, personal appearance, persistence, and work attitudes.


Instructor checking standards of individual trainee performance.

As in all other methods of evaluation, it is necessary that the instructor explicitly describe the standards of performance from unsatisfactory through excellent so that both trainee and instructor know in advance what is acceptable and what is not. Once these standards are established, they must be applied consistently with each trainee so that any personal feeling of the instructor toward a trainee does not become a factor in the evaluation.

Daily observation and frequent recording of the observations can become the basis for counseling recommendations. It can lead to discovery of basic deficiencies as well as a myriad of vocational inconsistencies of which the trainee is unaware. Correction of errors, insight into one's self, and openness to further instruction often depend on appropriate timing. When observation testing becomes a matter of daily routine, on-the-spot correction of errors can make the training more meaningful.

(Example)
OBSERVATION TEST

Shop Safety

	No	Yes	Not Apply
1. Wears appropriate clothing			
a) Safety glasses	____	____	____
b) Protective clothing	____	____	____
c) Appropriate footwear	____	____	____
d) Appropriate head covering	____	____	____

(Continued on next page.)

2. Maintains clean work area
    a) Machinery _____ _____ _____
    b) Personal tools _____ _____ _____
    c) Floor _____ _____ _____
    d) Removes fire hazards _____ _____ _____

3. Performs safety checks
    a) Checks for faulty equipment _____ _____ _____
    b) Secures valves, fasteners, etc. _____ _____ _____
    c) Turns off equipment _____ _____ _____

4. Applies safety regulations
    a) Smokes in designated smoke areas _____ _____ _____
    b) Uses appropriate procedures when working on equipment _____ _____ _____

USING TEST RESULTS EFFECTIVELY

In the foregoing paragraphs, both standardized and teacher-made tests have been discussed. Other methods of evaluation, listed under teacher-made devices were also mentioned. This was done in an effort to acquaint the reader with some techniques at his disposal. No real effort was made to distinguish among them in terms of their value to a specific instructor. Those decisions must be made once the purpose for testing is established.

Tests, in and of themselves, are of little value. It is the test result and the evaluations based upon them which are valuable. It is useful for the program, the instructor and most of all for the trainee. The emphasis here will be to interpret test results in terms of their relevance to the trainee.

In order for an evaluative device to be useful to the trainee, the results must be communicated to him in terms of the purpose for which the test was given. If the purpose for the test has been established prior to the administration of the test and if the standards are consistently applied, the trainee is able to see for himself his weaknesses and strengths based upon the pre-determined standards. The test results therefore reflect the trainee's performance as it compares with what is acceptable. Because the standards were already listed and minimum acceptable performance determined in advance, the test results as presented to the trainee imply no value judgements about the trainee himself. They are simply a description of a performance at a given time and in a given place. Because no value judgements are made, the test results are less apt to pose a threat to the trainee. He has objective information regarding the acceptable performance standard and he can determine how his performance compares to the standard. This information can be instrumental in effecting change since the trainee must be knowledgeable about acceptable performance before he can work toward it.

For example, a trainee in an auto mechanics course may be expected by his instructor to be able to locate a deficiency in the electrical system of an automobile. In addition, he may be expected to correct the problem that eliminates the deficiency. Since this series of actions requires many kinds of behavior, the instructor can evaluate performance at many points along the way. He might choose to prepare a paper and pencil test which will give him insight into the trainee's knowledge about the test equipment he would use to troubleshoot an electrical system. By doing so he could judge from the test results what needs to be reviewed. On the other hand, he might choose to administer a kind of performance test to determine whether or not trainees know location of test points and selection of proper test equipment. An example of such a test is "Performance Test – Electrical System" below:

NAME OF TRAINEE ______________________________ DATE ____________________

PERFORMANCE TEST – ELECTRICAL SYSTEMS

	1	2	3	4
1. Chooses appropriate test equipment to perform test	____	____	____	____
2. Locates all test points in electrical system	____	____	____	____
3. Sets up test equipment as prescribed	____	____	____	____
4. Connects proper equipment to test points	____	____	____	____
5. Uses proper safety precautions	____	____	____	____

INSTRUCTOR ________________________
INSTRUCTOR COMMENTS ____
____

MARKING KEY

1 - Always   2 - Usually   3 - Sometimes   4 - Seldom

Once the instructor has evaluated trainee selection of equipment and communicated his evaluation of this knowledge to the trainee, the results can be recorded on his progress chart and other behaviors such as trainee accuracy in the use of the equipment and the interpretation of test equipment readings can be similarly evaluated.

Isolating specific patterns of behavior and testing for those patterns in an appropriate fashion, rather than grouping a series of behavioral patterns together and attempting to determine from the end result where trainee behavior was inaccurate, produces more accurate evaluations and enables the trainee to see for himself the precise point at which he needs to sharpen his skills and/or knowledge. The effective use of test results with trainees, being a team effort, presents the team with a powerful tool. All staff members, when aware of test results and their implications, are able to counsel more effectively with the trainee and help him to see for himself the need for improvement and to suggest specific paths toward improvement.

Tests are learning devices. Especially in the case of teacher-made tests, an item-by-item discussion of the test will enable trainees to compare their responses with the one the instructor has keyed as correct. It allows for discussion regarding differing interpretation of the test item and presents any review which may be necessary before continuing training.

THE DISADVANTAGED TRAINEE AND EVALUATION

In order to discuss evaluation as it pertains to the disadvantaged, we need to review some of the characteristics of the disadvantaged. Although dealt with in Chapter I, a few generalizations here are necessary. Disadvantagement is often described in literature as a condition which places an individual outside the mainstream of society. How did he get there? Contributing factors such as poverty, substandard housing, poor health, cultural deprivation, and others are variously named as contributing factors. A main factor which affects his attitude toward training and testing stems from his previous school experiences. Because he was often unsuccessful in school, he considers himself less than adequate in a formalized learning situation. His learning style differed from the learning style expected by the school, and he found the school situation frustrating, distasteful, and unrewarding. He was sophisticated in interpreting non-verbal behavior and his responses to others were often non-verbal.

It is no wonder then that many of the disadvantaged view a test situation which emphasizes abstract and verbal responses and integrative learning style as a personal threat. Although the disadvantaged will concede that evaluation is necessary when its purposes can be clearly identified, they tend to be suspicious of any test situation which is verbal because of their previous encounters with them.

PROBLEMS OF EVALUATING THE DISADVANTAGED

As indicated in the preceding paragraphs, many trainees feel threatened by the paper and pencil tests. They consider them irrelevant to the training at hand, unrealistic, (since trainees will not be tested in this manner as an employee), and unfair. In many ways the trainee is correct. His pragmatic approach to life makes him suspicious of any device which he is not sure will lead him to his goal.

In addition, paper and pencil tests rely heavily upon reading ability and verbal facility. These are precisely the areas in which the disadvantaged are generally deficient. These limitations impose still another roadblock to effective formal testing. Because the academic achievement is limited, many of the relationships upon which tests are constructed elude him. Furthermore, tests are generally constructed to measure an individual's abstract integrative abilities. This learning style is foreign to many trainees because their emphasis has been on the tangible in their lives. The trainee has tested the many alternatives of a given situation through trail and error and has discovered what does work for him in his world. Tests more often require that the testee answer with what should work. The gap between what is and what ought to be presents still another inconsistency to the trainee. Basically the trainee fails to see the relevance of this kind of measurement and consequently does not, cannot, or will not "play the game."

Another factor placing the trainee at a disadvantage when in a pencil and paper test situation is the standardized test. The trainee lives in a sub-culture which differs from the culture which is reflected in the standardized test. His family life, his uses of time, his patterns of living, his perceptions about the world in which he lives are unlike those which are thought of as common to all the citizenry. The standardized test discriminates against him because the items are geared to a culture with which he is unfamiliar.

Thus, when we decide to use a standardized test with disadvantaged trainees, we must recognize the fact that his test results may not be a valid measure of his ability to perform. Certainly to abandon all paper and pencil tests is not the answer; however, in view of the mounting evidence that verbal tests are not likely to be valid with the disadvantaged, more care must be taken in their preparation, selection, or use.

OVERCOMING THE PROBLEMS OF TESTING THE DISADVANTAGED

It is important, as pointed out earlier, that evaluation take place and that it be viewed by the trainee as a process from which he can benefit. The staff has the responsibility to attempt to change trainee attitudes about evaluation. It is important that this team cooperatively embark upon a planned program to establish evaluation and testing as useful to the trainee as well as to the program.

The Employability Profile Approach – It has been mentioned that the disadvantaged are often discriminated against on paper and pencil tests and that they are threatened by them. We can begin to work at changing these notions by being very open in our approach to testing and evaluation. The training staff knows what kinds of behavior are important for job seeking and job holding. Such behavior can be the basis for an evaluation sheet prepared jointly by the occupational training team (see sample of Employability Profile below). This kind of sheet can be used for observation testing and is the kind of evaluation that trainees know they will face in a job situation.

EMPLOYABILITY PROFILE

PERSONAL DATA

Name ______________________ SS. No. __________

Address ____

Street & Number City State Zip

Date of Birth __________ Height __________ Weight __________

Mo. Day Yr.

APPEARANCE Dress and Grooming ______________________

HEALTH ______________________

WORK HABITS Punctuality ______________________ Absenteeism __________

Ignores Advice( )	Follows Directions( )	Is Accurate( )
Sloppy Work( )	Fast( )	Slow( )
Accident Prone( )	Steady( )	

Industry

Seeks Work	Completes Assigned Work Regularly	Occasional Prodding	Constant Pressure	Seldom Works even Under Pressure

Work Areas

Always at Work Area	Generally Stays Put	Makes Excuses to Leave Area	Wanders from Work Area

Responsibility

Assumes Responsibility	Conscientious	Usually Dependable	Fairly Dependable	Unreliable

---

PERSONALITY Summarize Manner & Manners: ______________________

SPEECH Highly Verbal( ) Speaks Well( ) Inarticulate( )

Defects, Accents, Idiosyncracies ______________________

Personal Relations

Warm and Cooperative	Generally Cooperative	Usually Tactful and Obliging	Sometimes Hard to Work With	Indifferent, Hostile

Emotional

			Overemotional	Excitable
Exceptionally Stable	Well Balanced	Usually Balanced	Apathetic	Unresponsive

Integrity

Always Trustworthy	Reliable, Dependable	Generally Honest	Erratic	Undependable

Leadership

Always Displays Leadership	Usually Displays Leadership	Displays some Leadership	Cooperative but Retiring	Unable to Lead

---

SPECIAL DATA

Unusual Skills: ______________________

Special Skills: ______________________

Unusual Experiences: ______________________

Reaction to Authority:

Cooperative	Accepting	Indifferent	Not Respectful	Rebellious

(Continued on next page.)

CHOSEN VOC. GOAL ______

GROWTH POTENTIAL Previous Education: ______

Motivation

Highly Motivated	Well Motivated	Usually Motivated	Little Motivated	Lethargic

Ability to Learn:

Can Transfer Learning	Can Understand Concepts	Learns Simple Things Well	Learns Slowly	Poor Memory Hindering Learning

Goals:

On His Way	Ambitious	Low Goals	No Goals	Unrealistic

ACHIEVEMENT & ATTITUDES (Revealed by objective tests and appraisals)

Vocational Course Taken: ______

Tests Taken: ______

Scores: ______

Significance: ______

Foreman's Appraisals: ______

Signed ______

Because it is relevant and realistic, trainees are apt to respond favorably to it. By being open in its use, trainees may:

- be lead to understand the need for evaluation
- be given a listing of very specific kinds of behavior which are required by the work world
- be evaluated frequently on the basis of that behavior
- be aware of the evaluation and have discussions about it
- become involved in improving behavior under the direction and leadership of the occupational training team
- be given insight into why their behavior has or has not improved
- become involved in evaluating their own behavior.

Openness then leads to a frank, objective evaluation of behavior which will or will not lead to the ultimate goal of employment, and the evaluation is not viewed as a threat to one's self-esteem.

In using the informal, rather general type of evaluation sheet as a basis for evaluating job holding behavior in the early phases of instruction, the trainee becomes more accustomed to the process, and such evaluation sheets can be prepared on more specific skills which the trainee will be expected to display as a employee. See, for example, "Evaluation of Trainee Progress" below and the following page.

EVALUATION OF TRAINEE PROGRESS

NAME ______________________________ INSTRUCTOR ______________

TRAINING COURSE Office Occup.

RATING CODE: Based on Occupational Standards			
	A	-	Superior (desirable employee)
	B	-	Good (employable)
	C	-	Lack of Progress (unemployable)
	NA	-	Not applicable

UNIT OF INSTRUCTION	Date			
Typing - Keyboard, Margin Setting				
Horizontal and Vertical Centering				
Word Division, Special Characters				
Ribbon Changing				
Manuscripts				
Correspondence, Envelopes				
Tabulation				
Printed Forms				
Multiple Copies – Use of Carbon Paper, Ditto Masters				
Speed/Accuracy				
Clerical Practice – Neatness, Legibility, Accuracy				
Drug Store Records (Checking Accounts)				
Grocery Store				
Department Store Records (Payroll)				
Retail Jewelry Store (Customer Accounts, Sales Slips)				
Filing - Knowledge of Rules				
Application of Alphabetic Filing, Individual Names				
Business Names, Cross Reference				
Business Machines – Adding Machines, Calculators, Ditto				
Telephone Techniques				
Spelling and Vocabulary				
Office Relations – Etiquette, Grooming, Attitudes				

(Continued on next page.)

BASIC SKILLS				
Reading Comprehension				
Oral Communication				
Written Communication				
Numerical Skills				

WORK PERFORMANCE				
Quality of Work				
Quantity of Output (production)				
Care of Tools and Equipment				
Safety Attitudes and Habits				

PERSONAL CHARACTERISTICS				
Appearance				
Health and Vitality				
Attitude Toward Work				
Attitude Toward Co-worker				
Attitude Toward Supervision				
Maturity and Judgement				
Emotional Stability				

ATTENDANCE RECORD				
Times Absent				
Times Tardy				
Total Time Lost Due to Tardiness				

COMMENTS OF INSTRUCTOR
Evaluation I
Evaluation II
Evaluation III
Evaluation IV

SIGNATURES		
Trainee	Date	Instructor

FOLLOW-UP CONFERENCES		
	Name	Date
Evaluation I		
Evaluation II		
Evaluation III		
Evaluation IV		

Training for Test-Taking Approach – Because the disadvantaged trainee has probably had distasteful experiences with paper and pencil tests, the team faces a difficult problem. It may be possible to counteract the distasteful testing experiences trainees have had by planning for and developing skills needed to take paper and pencil tests. Becoming test-wise does not have much effect on a test's reliability since test constructors consider this variable when constructing a test. To deal with topics such as test-taking, emotional strains of a test situation, etc., is a method of dealing with trainees' apprehensions about these types of tests.

Working with the disadvantaged in a training situation has social as well as vocational implications. Part of the resistance to evaluation on the part of the disadvantaged lies in his lack of knowledge about the work world, how it operates, why it emphasizes seemingly unrelated behavior or attitudes. Again, openness regarding the evaluation process and its relevance to trainee growth and to the work world may very well dispel some doubts about its value. The approach must be relevant, rational, and have real meaning for the trainee. Changing the attitude about testing is probably the one major area which may escape the attention of occupational training staffs.

Building Trainee Confidence – Convincing the trainee of the importance of and need for evaluation is only useful when the principles and insights reach fruition for him. Crucial to this concept is that the explanations and background information used to convince trainees of the worth of the process is the action that follows. Those actions must be demonstrable evidence that evaluation is useful to the trainee and that it will help him see himself as he is.

Therefore, it is incumbent upon the team to test only when it is necessary to do so and to point out the relevance to the trainee. Testing and evaluating must have a purpose which is directly or indirectly related to the ultimate goal – employability. The relationship between the evaluation and the goal must be clearly communicated to the trainee. Again, this is related to the openness toward evaluation mentioned earlier.

Once it is established that evaluation of certain behaviors or achievement is necessary, an appropriate measuring device must be chosen or constructed. Whether it is a commercially prepared device or one developed by the occupational training staff, it must be constructed so that the results can be defined in terms of the purpose. Thus, establishment of the precise purpose for instruction as well as testing must precede any decision as to the number and kind of evaluative devices to be used.

Accurate and relevant testing devices cannot be constructed unless the instructor has very precisely defined what it is he will teach and what behavior he expects to see exhibited as a result of his instruction. For example, if a cooking instructor has included in his course outline a unit of work on deep frying of meats and vegetables, he must prepare a detailed list of background knowledge which the trainee must acquire in order to perform the deep frying; he must detail the safety factors; he must provide a listing of the specific foods which can be prepared in this manner as well as temperatures, cooking time, etc. Once these listings are prepared and broken down into instructional units, he must structure experiences in which the trainee can become involved so that actual practice is provided. He must also define for himself and his trainees what he considers acceptable performance not only in terms of the good preparation itself, but also in terms of safety and food handling techniques.

Now the trainee has exact information regarding deep frying and in addition has exact information regarding what is expected of him. When he is tested on this unit of study, the test will relate to the material covered as well as to employability.

The Team Effort – As with all other aspects of the training program, changing trainee attitudes toward testing must be a team effort. The team members must first reach agreement on their philosophy as it pertains to instruction and evaluation. They must then prepare detailed specifications as to what basic skills, related knowledge and manual skills, human relationship skills and personal attributes as required for completion of training and subsequent employment.

These must then be compared with the individual intake diagnosis which the team has completed. Those areas in which the trainee has reached minimum required standards do not demand prime attention of the team; however, those areas in which there is a gap between trainee behavior and minimum required behavior must be dealt with systematically, always making sure the trainee knows where he stands at a given time on a given point. Relevancy of the evaluation process thus becomes evident to the trainee through his personalized approach to evaluation and subsequent instruction. Throughout this process, trainees will identify for themselves certain prerequisites to employment and might therefore take the responsibility for corrective action or to seek assistance when necessary. The artificial test situation can through these efforts of the team be translated into understandable and acceptable reality from which the trainee may profit.

He can now identify required behavior and compare his own to it. He is aware of the skills of the occupation and their importance to job seeking and job holding. He now must recognize his responsibility to develop appropriate attitudes, behavior, and skills, so he can determine for himself his probability for success.

SUMMARY

It has been the intent of this chapter to acquaint the reader with some general concepts regarding evaluation and testing. Since each situation in which the need for such processes is surrounded by a unique set of circumstances, the only intent here has been to suggest a variety of techniques which can be utilized. The final decisions regarding the types and content of devices used and the frequency with which they will be used must remain a function of the occupational training team.

Certain generalizations regarding the disadvantaged population have also been enumerated. Again, to assume that all generalizations will apply to a unique situation is dangerous. Therefore, the background provided herein only typifies some points which are widespread,not all inclusive. They are merely listed to assist the occupational training teams to become more knowledgeable regarding the disadvantaged as a general type so that when faced with decisions regarding them, the team will have some basis upon which to draw some conclusions and make some decisions.

Finally some suggestions regarding evaluation of the disadvantaged were proposed. Each team must come to its own agreements as to the specific approaches to be used. It is hoped that the suggestions herein will serve not only as a basis from which to work, but that these suggestions will stimulate the ingenuity of the team so that they will modify or build upon them as well.

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V

INTERRELATIONSHIP ROLES OF INSTRUCTIONAL, COUNSELING AND AUXILIARY SERVICES

The urgency and scope of the problems of training the disadvantaged for employment, compounded in many instances by the limitations of time and funds, demand that all resources employed, both human and material, be so centered and coordinated that the learner will receive the maximum benefit. Goals of employment and each trainee's desire for a higher living standard require deep involvement with all factors that shape his progress. Then, this becomes the combined responsibilities of instructors, counselors, auxiliary workers, and administrators involved in training the disadvantaged.

When involvement requires collective action, a coordination of functions becomes necessary. This pooling of effort is shared by the staff on the basis of prime and secondary responsibility with their relationships defined and organized by a central administrator. Direction and time must be provided the staff members to coordinate their efforts of instruction, evaluation, counseling, remedial activities, supportive services, and follow-up of individual trainees.

INTERRELATIONSHIPS IN INSTRUCTIONAL PLANNING

Success in an occupation requires the development and mastery of specific basic manual skills involving tools, machines, materials, and processes as well as the acquisition of work-related knowledge. This knowledge embodies understanding of the fundamental relationships that affect the practical applications of these tools, materials, machines, and processes.

For example, measurement is an essential skill in most occupations and requires the knowledge of the appropriate choice and use of measuring instruments. Also, when metals are to be joined, choices may have to be made whether to solder, braze, or weld them. These decisions must be made on the basis of knowledge related to the occupation.

Again, before manipulation can begin, it is often necessary to make computations involving measurements and decisions on sequence of operations that are specified and observed from symbols, drawings, and technical notes. This work-related knowledge is essential to the requirements of the occupation, and learning them is necessary for success in the occupation.

The prime responsibility of the occupational instructor and his team-mate, the basic education instructor, is to teach the basic occupational skills and related knowledge. Both are guided by the occupational job analysis and course of study and can be highly effective when the teaching of an occupational skill and its related knowledge are highly coordinated. Skill training and related knowledge instruction must reinforce and complement one another in the trainees' learning experiences.

In this manner, the occupational vocabulary, measurements, and computations take on meaning to the trainee because of their obvious immediate relation to the occupational skills he is learning. The manipulative skills are of primary concern to him because they are "the occupation."

BASIC EDUCATION FOR THE DISADVANTAGED

The 1967 Report on MDTA by the Secretary of Health, Education, and Welfare stressed the necessity of integrating instruction in skills with basic education in these words:

> There is a strong indication that those who need much work in basic education usually cannot stand a sustained duration of intense instruction unmixed with other activity. Many observers have concluded that, if remedial education is to lead to competence to take skill training, it should be integrated from the beginning with skill training to provide greater motivation and incentive as well as greater retention and application.[1]

Language and computation are developed by men for their own purposes. Words like "countdown," "nose-cone," and "weightlessness" are of recent coinage and reflect the growth in our technology. The use of computers has required a new mathematical language (Fortran) and a mathematics using a binary base rather than the time-honored base ten. Thus, as man's experiences grow, individually and collectively, his need to communicate requires parallel development in language and computation.

Because language and computation are abstract symbols of communication, theories derived by manipulating these abstractions of experience, if valid, can help to further clarify, experience. But because experiences come first and result in theories, they should also come first in the learning plans of a training program.

Many people cannot manage the symbolized abstraction of experience, particularly when the practical applications are not readily apparent. Transfer from theory to practice does not take place automatically. It must be translated. A trainee who can successfully use trigonometric functions in determining the angles of a triangle may be completely puzzled when, without instruction, he is asked to set up a lathe for cutting a specific taper. Again, a person who handles his money with skill may find the handling of decimals difficult even though they involve similar principles.

The practice of requiring a high degree of skill with the symbolized abstracts before occupational training has, in many instances, excluded the disadvantaged from acquiring training for employment. This approach emulates the traditional school practice of teaching mathematics and language skills as generalizations, without the compensating related activity of practical application. This approach often defeats the disadvantaged as well as many average students and contributes to the high rate of school drop-out.

There is evidence that similar losses result during prevocational phases in some Manpower Development and Training Projects when long and concentrated sessions of basic education are given to all trainees without the motivation that results from involvement in actual occupational activities from the very beginning of training.

The interrelationships of knowledge, theory, and practice must be experienced by the trainees throughout training. Transfer is insured when instruction provides for it. We find it quite humorous when the meticulous and methodical laboratory chemist leaves his wife's kitchen a shambles after he prepares a midnight snack. This result seems so true to actual practice. Learning is specific. For transfer to take place, the learner must be able to recognize similar elements and relationships that are present in situations that may be different in overall function. This means that the trainee must experience the related situation but not necessarily as intensely as he did the original situation because instruction should provide the bridge that unifies them. An automobile mechanic who is knowledgeable about automatic transmissions should have little difficulty in understanding the mechanism of a watch, because the principle of gearing is the basic element in both.

The training plan must provide that the occupational instructors and basic education instructors so mesh their efforts that the trainees' skill experiences are enhanced by the concurrent study of the related disciplines. Whatever is related in the occupation must be related in the instructional and the learning process. The occupational language, computations, processes, and skills must be interrelated by these instructors into a single experience for the trainee.

THE PLACE AND EXTENT OF REMEDIATION

It is obvious that such great diversity of needs among the deprived trainees rules out a standard occupational training prescription for all. It has been noted in Manpower Development Training Programs that candidates for training differ most in their language and computational skills.

Trainees with different regional habits of pronunciations often find it very difficult to analyze the standard English for spelling or for learning to write shorthand. This handicap is further complicated by the unconventional use of verbs like "done gone"; the use of plural verbs with singular subjects and the reverse; and the slurring omissions or distortion of sounds.

These occupational language deficiencies soon become apparent in a training program because of the great variations of communication problems among trainees. Therefore, individually tailored remedial programs are often the only effective solution.

Equally serious deficiencies become apparent when occupational mathematics and measurements are taught. Again, the variations in these skills among trainees rule out a standard training prescription. Tutoring and small group instruction becomes necessary if each trainee is to be served according to his needs.

In many programs, the teachers of occupationally-related language and computation also provide the remedial instruction. In all cases, the type and degree of academic instruction and remediation provided to each trainee should be determined by the specific requirements of his chosen occupation and by the degree of his deficiencies.

SUPPORTIVE SERVICES

The concept in occupational training programs for the disadvantaged of an "intensive care" approach requires that remediation be attempted with each trainee. After the initial evaluation, the staff determines to what extent the deficiencies are remediable to meet the requirements of the occupation. Therefore, an auto parts counterman does not need the language ability of a secretary and a draftsman does not need the physical strength of an automobile mechanic. Yet, each has a certain need unique to each individual and occupation.

If an occupation requires physical capabilities which a trainee lacks because of some curable disability, it is the concern of the staff to help him obtain medical treatment. If a trainee sets unrealistic occupational goals, it is the function of a counselor to try to lead him toward accepting reality. If the personal problems of a trainee impede his training progress, it is within the training concept to refer him to social agencies that can help him. Social workers may be employed in training programs for this very purpose. If a trainee's language or computational skills are so deficient as to imperil his employability, tutoring must be provided. If a trainee is accident prone, a change to a less hazardous occupation and/or psychological help may be required.

To conduct a program that is so flexible and adaptable to individual needs, the staff must be trainee-centered, ignoring traditional jurisdictional boundaries and prerogatives.

The 1966 Report of the Secretary of Labor on Manpower Research and Training under MDTA drew the following conclusions from the training program at the Tuskegee Institute:

> (1) it seemed most effective to group the trainee according to estimates of their learning potential. . .(2) medical services were often a precondition for effective progress, (3) literacy and arithmetic courses could and should be tied directly to the occupational skills training, and (4) the most challenging demand on project staff and the primary factor in project success, was effective counseling.[2]

EFFECTS ON STAFF FUNCTIONS AND INTERRELATIONSHIPS

Under the supportive philosophy projected here, it is necessary to maintain perspective and balance among the essential occupational training requirements, the auxiliary services, and the temptation to include in the curriculum, to a high degree, other educational objectives such as consumer education, health education, community participation, literature, and other facets of a general education.

The employment objective is of prime importance. Limitations of time, funds, and the urgent immediate needs of the disadvantaged must come before the inclusion of comprehensive educational programs geared for higher horizons.

Whether these added goals would be acceptable, appropriate, or effective with the job seekers who enlist in occupational training programs needs examination. It is the expressed intent of these programs that a trainee be placed in employment and become successful for a sustained period. When he has become a fully self-determining, tax paying adult, free from paternalism and free to grow and go in directions of his own choosing, he may include continued education.

James Oleson cautions the schools not to presume that the late learners wish to emulate the "advantaged" in every way. He writes:

> The disadvantaged person brings the reality of his life into the calssroom, and to be effective, the school must admit that reality. . .His ambitions, his hopes, his desires, his attitudes toward authority, education, success and school, his habits, his fears, his hates. . .in short, his basic orientation toward life. . .are, in many ways, so different from ours that we do not understand him nor does he understand us.[3]

Experience in Manpower Development and Training Programs has shown that there is an area of agreement between the disadvantaged and the larger community in that training for employment is a desirable undertaking. The employment goal, therfore, determines the curriculum.

INTERRELATIONSHIP ROLES REQUIRED BY THE EMPLOYABILITY OBJECTIVE

The chart on page 79, showing the relationships of instruction staff, counseling staff, and auxiliary services staff is proposed as a general guide that will insure balance and completeness in occupational training curriculums.

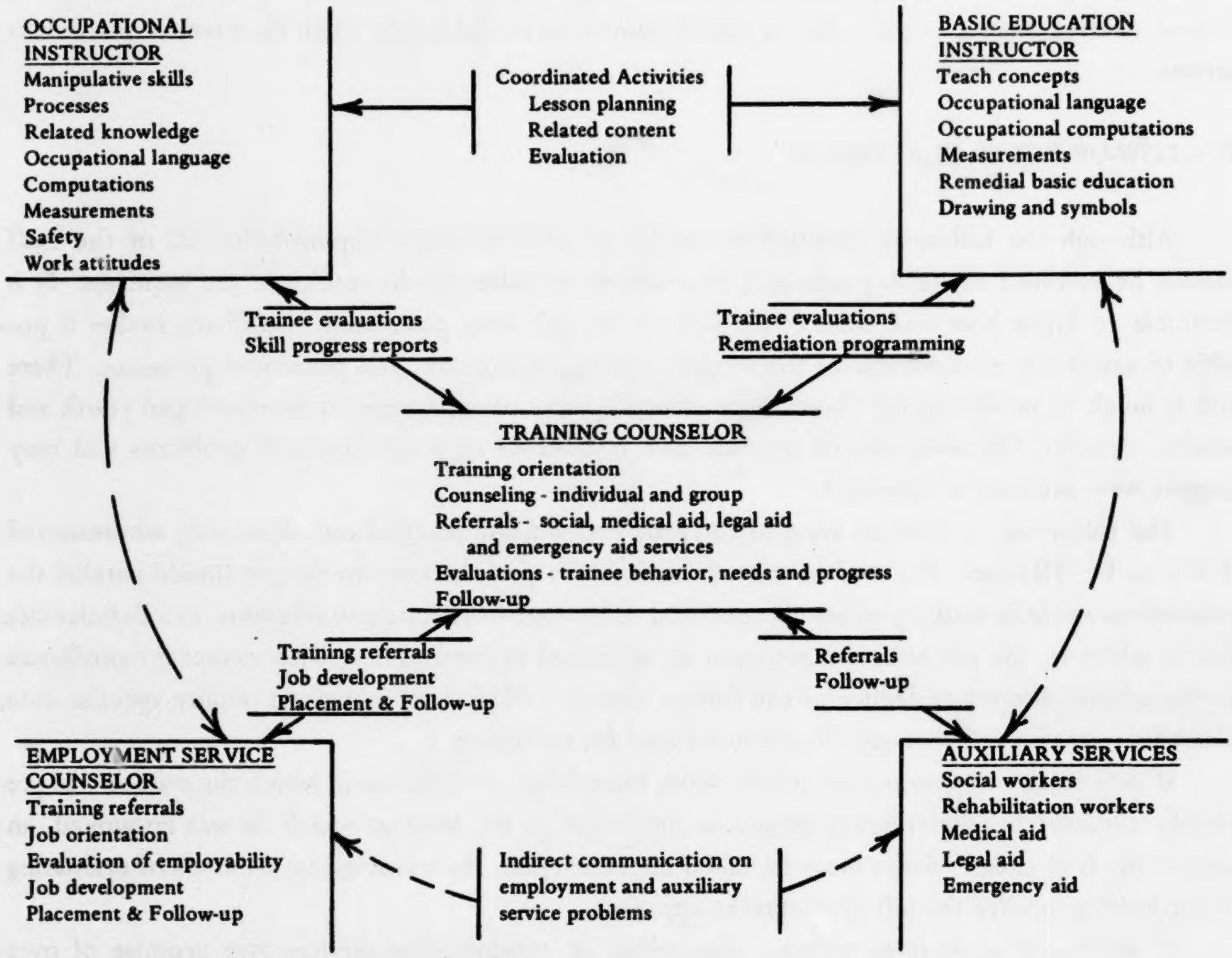
EVALUATION OF TRAINEE PROGRESS AS A STAFF GROUP PROCESS

Instructor, Counselor and Employment Service interviews appraising trainees for job placement at completion of training.

All who are involved in trainee intake, counseling, training, and placement functions must always be mindful that the eventual goal for each trainee is successful employment. For this reason, all members of the staff must maintain a continuous evaluation activity to determine the point of trainee job readiness.

The initial counseling and the resultant choice of an occupation and training are critical in each case. After entry into a training program it is sometimes necessary to reassign a trainee. Such choices involve personal counseling as well as self-evaluation by the trainee. During training, the progress of each trainee toward employability must be appraised and recorded by all who instruct, counsel, or provide auxiliary services for him. The process of gathering evaluative data was dealt with in detail in Chapter IV, "Evaluating Trainee Progress."

INTERRELATIONSHIP ROLES OF INSTRUCTIONAL, COUNSELING AND AUXILIARY SERVICES IN TRAINING THE DISADVANTAGED FOR EMPLOYMENT


OCCUPATIONAL INSTRUCTOR
Manipulative skills
Processes
Related knowledge
Occupational language
Computations
Measurements
Safety
Work attitudes
Coordinated Activities
Lesson planning
Related content
Evaluation
BASIC EDUCATION INSTRUCTOR
Teach concepts
Occupational language
Occupational computations
Measurements
Remedial basic education
Drawing and symbols
Trainee evaluations
Skill progress reports
Trainee evaluations
Remediation programming
TRAINING COUNSELOR
Training orientation
Counseling - individual and group
Referrals - social, medical aid, legal aid and emergency aid services
Evaluations - trainee behavior, needs and progress
Follow-up
Training referrals
Job development
Placement & Follow-up
Referrals
Follow-up
EMPLOYMENT SERVICE COUNSELOR
Training referrals
Job orientation
Evaluation of employability
Job development
Placement & Follow-up
Indirect communication on employment and auxiliary service problems
AUXILIARY SERVICES
Social workers
Rehabilitation workers
Medical aid
Legal aid
Emergency aid

The evaluation of each trainee by each staff member who serves him is made in terms of his employability. The total of these evaluations, as summarized by the counselor-head of the training team, will determine trainee readiness for job entry. Counselors have the prime responsibility for collecting, recording, and combining the evaluations of skills, knowledge, behavior, and characteristics of each trainee. They are also responsible for enlisitng all the remedial and auxiliary services that each trainee may need to help him on the road to employability.

Regularly scheduled all-staff trainee evaluation meetings involve social workers, psychologists, and Employment Service counselors as well as the training instructors and counselors. As a team, they formulate a diagnosis and a prognosis for each trainee and apply the "treatment" indicated as part of their daily work with the trainees.

The Employment Service counselors also are involved in the evaluation process. Their prime responsibility during the training period is in job development for eventual placement. They also help trainees to understand the realities of the working environment and make them aware of legislation and agencies available to workers. When Employment Service counselors engage in regularly assigned group instruction and counseling their effectiveness is increased. Because of this continued trainee contact, they are better able to match trainees to available jobs when the time for placement arrives.

FOLLOW-UP AFTER PLACEMENT

Although the follow-up function is usually an administrative responsibility, all of the staff should be involved in seeking solutions to problems revealed by the results of the inquiries. It is desirable to know how well trainees perform on the job after placement. Feedback makes it possible to assess the effectiveness of the intake, training, evaluation, and placement processes. There still is much to be discovered about more effective ways of working with disadvantaged youth and adults. Careful follow-up should provide new insights to their employment problems and may suggest new avenues of approach.

The follow-up on trainees must be carefully planned and manned and objectively administered if it is to be effective. The evaluations of the trainee's performance on the job should parallel the evaluations made in training of his occupational skill, work habits, human relations, and deficiencies. But in addition, the job environment must be appraised to determine to what extent it contributes to the relative success or failure of the former trainee. Objective evaluations require specific data, check-lists, or similar forms specifically developed for follow-up.

If deficiencies appear on the job in skills, knowledge, or behavior in which the trainee was previously certified by the training agency as proficient at the level at which he was employed, an assessment is in order. Steps must be taken to revise either the training, the methods of evaluating employability, and/or the job development approach.

If additional short-term training, counseling, or rehabilitation services give promise of overcoming the deficiencies, then the trainee must be offered such services. A program of employer orientation and involvement can enhance the acceptance of trainees at specific job entry levels and encourage the development of up-grading training projects.

SUMMARY

It has been emphasized that there is a need for coordinating the skill training experiences, related knowledge instruction, remediation programming, and auxiliary services which are provided for each trainee so that there is a unified support of his progress toward employment. Such an integration of services requires close cooperation among all staff involving a division of responsibilities with overlapping of activities. To compensate for the individual differences among trainees, the type and amount of remediation and auxiliary services are varied to meet the deficiencies of the individual trainee and the requirements of the occupation.

In total, this approach is the educational equivalent of medical intensive care. It requires careful evaluations of the trainee's progress, with diagnoses, prognoses, and treatments, and with evaluations of employability made through staff consultations, under the coordinating efforts of a training counselor.

After placement by the Employment Service, a follow-up of each trainee's performance on the job is needed to provide the new worker with supportive counseling and the staff with insights into the effectiveness of the intake, training, evaluation, and placement process.

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[2] 1966 Report of the Secretary of Labor on Manpower Research and Training Under MDTA. U. S. Government Printing Office, Washington, D. C.

[3] Oleson, James, "Challenge of the Poor to the Schools." Phi Delta Kappan, Bloomington, Indiana. October, 1965. p. 79.

VI

STAFF BEHAVIOR, COMMUNICATION AND ASSESSMENT FOR IMPROVED EFFECTIVENESS

Everyone has worked as a member of various teams all his life. The family, the gang, the club, the neighbors, the friends all represent kinds of teams with different goals. In most of these informal teams the ability to act as a team member is not very crucial. The member usually does not stop to evaluate his behavior or communication when within a group of friends or neighbors. Yet, everything done and said has an effect on the team's ability to accomplish its goals.

As an educator of the disadvantaged the ability to perform as a team member is crucial. Previous units have shown that disadvantaged trainees need a team of educators, not specialists working separately, but a smooth-running, well coordinated team. Being a good educator is not enough when working with the underdeveloped learner. It is essential to learn to be an expert member of the educational team.

Educators must continually measure their professional strengths and weaknesses and exert effort to improve their effectiveness. As members of an instructional staff, they will be involved in educational activities and will use their participation as team members as a means of evaluating and strengthening their professional skills.

There will be involvement in many team situations, such as staff meetings, case conferences, joint planning sessions, inservice sessions, joint evaluation sessions, tape recording reviews, and team teaching. The personal skill in performing as a team member will determine, to a great extent, the measure of success that the educator of the disadvantaged will achieve.

It is the purpose of this unit to explore and develop an awareness of actions, reactions or inactions that are constantly present within any group delegated to work together. It is hoped that methods and insights explored and devised can be utilized as a guide toward developing better team relationships.

BEHAVIOR PATTERNS IN THE TRAINING TEAM

A desirable way to learn team work is to observe and analyze the actions of one's own team. As previously stated, all of us have spent our lives in teams of various sorts, but rarely have we taken the time to observe what was going on in the team, or why the members were behaving the way they were. Therefore, the main goals are to become better observers, better participants, and better communicators.

But what do we look for? What is there to see? Behavior in the team can be analyzed in terms of view of its purpose or function. When a member of the team says something, is he primarily trying to get the team task accomplished (problem solving) or is he trying to improve or patch up some relationships among members (maintenance) or is he primarily meeting some personal need or goal without regard to the team's problem (self-oriented)? As the team grows and members' needs become integrated with team goals, there will be less self-oriented behavior and more task or maintenance behavior.

THE PROBLEM SOLVING BEHAVIOR

Several patterns of behavior have been identified that tend to assist the group to achieve its goal. Following are a few kinds of action that are specifically concerned with the achievement of the team's goals. These then are considered problem solving modes of behavior:

Initiating – Proposing tasks or goals, defining a problem, suggesting a procedure or ideas for solving problems.

Seeking information or opinions – Requesting facts, asking for expressions of feelings, soliciting expressions of value, seeking suggestions and ideas.

Giving information or opinions – Offering facts, stating a belief about a matter, and giving suggestions.

Clarifying and Elaborating – Interpreting ideas or suggestions, defining terms, indicating alternatives and issues.

Summarizing – Pulling together related ideas, restating suggestions after the team has discussed them, offering a decision or conclusion for the team to accept or reject.

Consensus testing – Asking to see if the team is nearing a decision, suggesting trial solutions to test a possible conclusion.

THE MAINTENANCE BEHAVIOR

This behavior is concerned with the efficient functioning of the team, the development of a desirable climate for task work and the maintaining of good relationships among members. As with the problem solving behavior, the maintenance behavior assists the team to achieve its goal. Following are kinds of actions with identifying characteristics associated with the maintenance behavior:

Mediating – Attempting to reconcile disagreement, reducing tension, getting people to explore differences.

Facilitating – Helping to keep communication channels open, facilitating the participation of others, suggesting procedures that permit sharing remarks.

Encouraging – Being friendly, warm, and responsive to others, indicating by facial expression or remark the acceptance of other's contributions.

Compromising – When one's own idea or status is involved in a conflict, offering a compromise in the interest of team cohesion or growth.

Standard setting and surveying – Surveying whether the team is satisfied with its procedures or suggesting procedures.

The problem solving behavior maintenance behavior are needed whenever team activities are involved. An adequate balance will reasonably assume the success of achieving the team's objectives.

THE SELF-ORIENTED BEHAVIOR

The behavior described above deals with the team's attempts to work smoothly and solve the problems put before it. There are other forces active in people that tend to disrupt the team, causing progress to be delayed or become completely stalmated. Following are some characteristics that identify this self-oriented disruptive behavior.

Leaning – Joining or supporting anyone who will assume some authority because that relieves us of the responsibility.

Blocking – Resisting anyone who assumes some authority because we need the status ourselves or we don't trust authority to another member of our team.

Fighting and controlling – Asserting personal dominance by attempting to get our own way regardless of others because of personal need for power.

Forming Partnerships – Pairing up with a team member for safety and support, forming an emotional bond that will override or influence the thinking of others.

No involvement – Not participating as a team member because withdrawal is safer or more comfortable or comes easily.

These are not the only kinds of behavior which can be observed. The important factors to observe may vary with the actions of the team, the needs of the observer, and his purpose. The main need, however, is to improve the skills of noting the inner actions of the team. This will then provide important data for understanding team functions and thereby increase their effectiveness.

CRITERIA FOR EFFECTIVE TEAM WORK

After each team member has observed and understood these behavior patterns, it also becomes vitally improtant that he recognize his responsibilities to the team and its function. Following are descriptions of actions that a team member must be aware of and be willing to adopt in order to develop an effective team that will achieve the tasks put before it.

Recognize and understand all contributions – Members should not ignore seriously intended contributions, but recognize them with a verbal evaluation. Each member must know the effect of his remarks and behavior if he is to improve the way he participates in the team. Other members should give feedback so the speaker can know whether (a) they did not understand him or (b) they understood him and agreed, disagreed, or thought it irrelevant. Members should check to make sure they understand the speaker's contribution before they agree or disagree with it. Team members should frequently rephrase or make provisional summaries to check their assumptions of what others are saying and feeling. When these procedures are followed the team and members move together.

The discussion does not become scattered and the same points are not dwelt on over and over. Thus, progress will occur.

Speak only for himself – Each member should express his own ideas and let others speak for themselves. He must also report his reactions honestly.

Agree that all suggestions become team property – All contributions are viewed as belonging to the team, to be used or not as the team decides. Thus, a member who makes a suggestion does not have to defend it as his against the others. Instead, all accept responsibility for evaluating it as the joint property of the team.

Participate – All members participate in different and complementary ways. When some members fulfill task functions, others carry out inter-personal functions. When some members are providing information, others are making sure it is understood and organized, or are identifying point of agreement and disagreement.

Be sensitive to poor team work – Whenever the team senses it is having trouble getting work done, it tries to find out why. Symptoms of difficulty may be excessive hair-splitting, repetition, failure to consider suggestions, private conversations, dominating of discussions by two or three people, partisanship and refusal to compromise, the premature attacking of ideas, and apathetic participation. When such symptoms occur, the team must shift easily from working on the task to discussing its own interpersonal process.

Accept the responsibility for the team's functioning – The team recognizes that whatever it does is what it has chosen to do. No group of people can avoid making decisions; thus, an effective team makes decisions deliberately rather than by default. The team views each decision as a provisional trial which can be carried out, evaluated, and revised in light of experience.

Be alert to conflict – The team brings conflict into the open and deals with it. The members recognize that conflict is inevitable but that the choice is theirs; should the conflict be open and subject to control or disguised and out of control.

Accept blame – The team looks upon behavior which hinders its work as happening because the members allow, or even want it, and not just as a result of a problem member.

COMMUNICATION WITHIN THE TEAM

THE WIN-LOSE COMMUNICATION

A recent publication describes a game behavior that implies a winner or a loser.[1] In team work an effort must be made to expose and eliminate all win-lose communication because it steals the energy and time from the real task at hand and uses it to satisfy individual member needs. Team members must strive for mutual encounter, without competition and therefore without the threat of defeat. In meetings where the win-lose game is played, all behavior is categorized either into the lose column, which is equated with wrong, or the win column, which is equated with right. The participant who views himself as a winner becomes an asset to the team process. He tends to be elated, expressive, has a shared awareness, is spontaneous, intimate, and involved. The loser becomes a liability. He tends to be inhibited, represses his ideas, withdraws, capitulates, and internalizes.

This does not mean the team will accept all suggestions. It means that once suggestions are offered to the team, they no longer belong to the individual and should not be considered as an individual investment by either the initiator or the team.

THE BEHAVIORAL COMMUNICATION

How can members' skills be measured in team work? The first step is to observe team members' behavior and to encourage the frank expression of feelings about the observed behavior. Although simply stated, this is a very difficult and elusive goal. Each member must learn to identify and label different kinds of behavior and feel secure enough to be honest and trusting of other members sufficiently to express what he is thinking and feeling. The member who receives the frank expressions must feel secure enough to accept it at face value with minimal emotion and distortion. He must not view it as a threat or attack, but to listen closely and evaluate objectively, trying to isolate and correct his weaknesses.

Team meetings can be held for the specific purpose of evaluating each other's participation. However, some of the most fruitful feedbacks will take place spontaneously during a problem solving meeting or during a casual encounter.

The team experience should provide maximum opportunity for the individuals to expose their behavior, give and receive feedback, experiment with new behavior, and develop awareness and acceptance of self and others. The team work, when effective, will also provide individuals with the opportunity to learn effective team functioning.

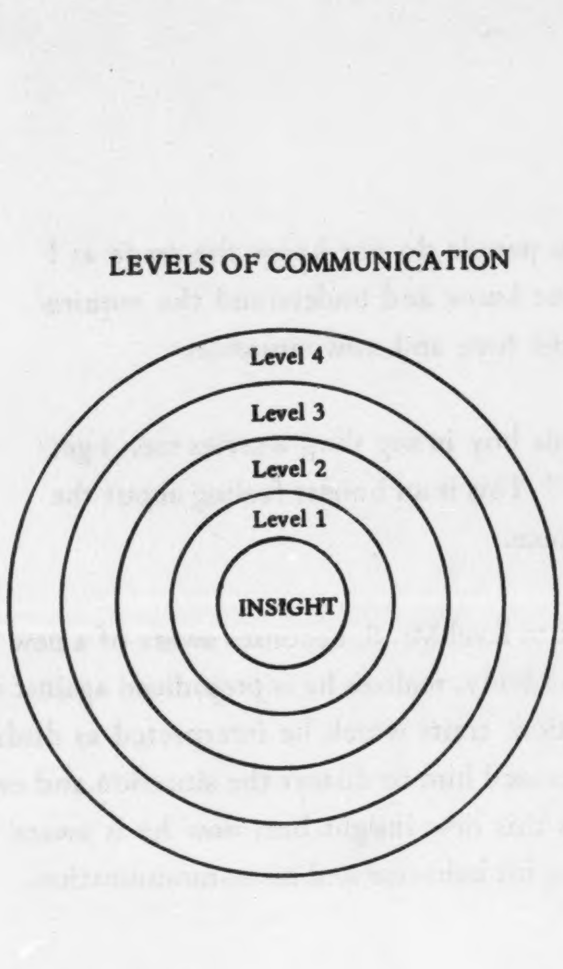
THE LEVELS OF COMMUNICATION

Communication is conducted on many different levels. The casual statement, "nice day," would represent one extreme, while the dialogue between therapist and patient would represent the other end of the scale. During team meetings, communication will continually move from one level to another.

These levels are illustrated by the diagram on page 87, depicting a target with the bullseye as the desired result to be achieved by using the levels of communication.

Level 4 – Most adults have found it necessary to hold their tongue and not say what they really think or feel. As a result when a team member is angry, he will not express his anger directly. He will not discuss the problem or incident which perpetrated the anger. He may not know himself what is causing the conflict. Yet the anger and hostility are evident and inhibit the team effort. This is communication on Level 4, where little team work will be accomplished. If the team is operating well, someone will bring this undercurrent problem to the surface where it can be discussed and resolved.

LEVELS OF COMMUNICATION



Level 3 – Most meetings operate or intend to operate on Level 3. Ideas and problems are discussed with no emotions present in the communication. Plans are made and the group work runs smoothly. However, little self-evaluation and no personal changes will take place at this level. Individual self-evaluation, resulting in a personal need for improvement, is an uncomfortable process and can not be expected to come easily. This kind of growth requires both intellectual and emotional envolvement.

Levels 2 and 1 – Communication on Levels 2 and 1 is emotional as well as rational. It requires a considerable amount of trust between team members because it is an honest, open, and therefore defenseless position.

Level 2 – Communication on Level 2 is an honest expression of feelings concerning the situation here and now. Feelings about how the team is working feeling about team members, feeling about current team practices.

Level 1 – Level 1, is also an expression of feelings, but the topic is no longer the situation or other people. The topic has become the self, a self-evaluation, not objective but with feelings. Personal change requires emotional as well as intellectual involvement.

Insight – Insight is not communication itself but rather the result of effective communication. It is the realization of some heretofore unknown fact about the self or the current situation. It is a new awareness, sometimes referred to as an "idea out of the blue," or the "aha, now I understand," experience.

To help clarify these levels of communication we will use an example of the same topic and relate how it might be discussed in a team meeting at the four levels.

> Mr. S. talking on Level 4 with much anger and resentment – "The new student I received last week does not belong in my trade." (Mr. S. has many students that may not have the potential to succeed in his trade. Why is he so upset about this trainee? The strong feelings present does not fit the announced issue. There is an underlying issue not yet apparent to the team or to Mr. S.)
>
> Mrs. C. talking on Level 3 with no feelings present discusses the trainee placement rationale. "These first few weeks of training are exploratory and although he may not succeed he should be exposed to the trade a little longer for evaluation purposes."

Mr. S. talking on Level 2 says, "I feel you people do not know the trade as I do. You make suggestions but you do not know and understand the requirements." This is an honest feeling about the here and now situation.

Mr. S. now talking on Level 1, "Having this boy in my shop worries me. I get so angry and upset with him it scares me." This is an honest feeling about the self. It is an evaluation of one's own tolerance.

As communication continues moving from level to level Mr. S. becomes aware of a new insight into the situation. He suddenly, or maybe not so suddenly, realizes he is prejudiced against certain personality traits manifested by the trainee in question, traits which he interpreted as disdain for his trade. These strong feelings or prejudices have caused him to distort the situation and even persecute the trainee. Mr. S. may or may not express this new insight but, now he is aware he has these feelings and he will guard against their controling his behavior and his communication.

THE SILENT LANGUAGE

The preceding paragraphs of this unit have been concerned with team communication, using speech as the media of communicating. We have seen how, when we are speaking, our motives can help the team do its work or they can hinder the team's problem-solving ability. We have also studied the different levels of speech communication. We now realize that we don't always say what we mean and many times when we do say exactly what we mean, there may be a good possibility that the other team members will misinterpret the meaning of what we say.

There is another form of communication besides speech which is very subtle and usually very powerful. Edward T. Hall calls this the silent language, by which he means all the body movements, gestures, and facial expressions we unconsciously practice.[2] Because this means of communication is so potent, participants should become aware of their silent language and at the same time should develop the ability to read other people's silent language.

Example: A planning meeting is under way. You and your team are preparing a set of supportive lesson plans to be used in the following week. You are pleased. The team is working very well and you are receiving many ideas as to how you can relate basic math to the trade skills necessary for employment.

However, you have an appointment which you must keep. This means you will leave the meeting in thirty or forty minutes. Almost unconsciously you look at your watch to check the time. Suddenly the team is no longer working efficiently. The teacher who was speaking momentarily lost his train of thought. A pair of teachers are starting a private conversation and, shortly, the meeting adjourns without completing its goal.

> What happened? When you looked at your watch, you communicated the idea of time to everyone at the meeting. Some of the team members misinterpreted this gesture as representing boredom on your part. Others felt you were displeased with the length of the meeting. These feelings conjured up by other members of the staff interfered with the team work and the meeting became ineffective and adjourned.

Silent language is not good or bad in itself. The awareness is the deciding factor. We must know what we and others are saying with their own silent language. In this example the silent language was used unwittingly and temporarily destroyed the delicate balance of team work.

Other obvious characteristics are the smile, the frown, the yawn, the shrugging of the shoulders, pacing, standing up during a seated conversation, moving away, getting closer, eye contact or lack of same, and standing too close or too far away.

In addition, to the overt or obvious significance of the body movements, they may be interpreted as covert or hidden attitudes and feelings. The team should then consciously work toward a sensitivity to this non-verbal communication or the silent language.

ASSESSMENT PROCEDURES

Thus far, this unit has been involved with the evaluation of the educators effectiveness by observation and analysis of behavior and communication within the team. There are other means of assessing the qualities and characteristics of individuals and programs to improve the effectiveness of training. These deal with introspection by staff members and evaluations from others that are directly involved in the training.

EVALUATION CHECK LISTS

Self-Evaluation – Each individual involved in training must be honest about his feelings and understandings. This is especially important when working to train the disadvantaged for employment. Following are two sample check lists that an instructor may use for a self-evaluation. The contents of these lists are not necessarily recommended but may be used as a guide to formulate check lists that may be more appropriate to the needs of local programs.

CHECK LIST FOR INSTRUCTORS OF THE DISADVANTAGED

Instructor Self-evaluation (General)

Read each statement carefully and answer honestly as to your feelings about the statement. When complete, ask yourself, "WHAT AM I GOING TO DO ABOUT IT?"

		YES	NO	Don't Know
1.	Do I have an effective working understanding of the disadvantaged trainee?	_____	_____	_____

(Continued on next page.)

		YES	NO	Don't Know
2.	Do I have any type of personal bias toward them which would limit my effectiveness?			
3.	Am I motivated to work with the disadvantaged?			
4.	Am I patient: capable of teaching and reteaching?			
5.	Am I oriented to be permissive within limits?			
6.	Am I flexible?			
7.	Am I shock proof?			
8.	Do I possess a degree of humility?			
9.	Am I organized to listen to my trainees, to really concentrate on what they say?			
10.	Do I daily recognize in practice that each trainee is unique?			
11.	Do I furnish encouragement?			
12.	Do I relate basic education to occupational need?			
13.	Are content and problems related to occupational need and realistic to typical everyday problems?			
14.	Am I fostering good work attitudes?			
15.	Am I fostering good work habits?			
16.	Am I businesslike in beginning instruction promptly after lunch and breaks?			
17.	Do I set standards for punctuality and attendance?			
18.	Do I give trainees opportunities to participate freely?			
19.	Am I aware of their individual needs?			
20.	Am I helping my trainees develop confidence and facility in verbal communication?			
21.	Do I make long-range instructional plans?			
22.	Do I make unit plans?			
23.	Do I evaluate what I have taught and reteach when necessary without being too critical?			
24.	Do I encourage trainees and make them aware of their progress and small successes?			
25.	Do I use audio-visual aids and community resources?			
26.	Do I take time to listen carefully, answer questions and explain?			
27.	Do I avoid sarcasm and too frequent criticism?			
28.	Am I patient and encouraging?			
29.	Do I develop a climate conducive to learning?			
30.	Do I encourage wholesome adult-human relations?			
31.	Do I get along well with my fellow staff members?			
32.	Do I use objective evaluation techniques and records appropriate to the learning style of the trainee?			
33.	Do I keep the trainees and myself ever aware of the training objectives?			

CHECK LIST FOR INSTRUCTORS OF THE DISADVANTAGED

For Classroom Climate

	NOTES
I. Communication Am I aware of my use of terms and mannerisms which interfere with communication? Do I check for readiness to each new stage of learning? Do most trainees understand my explanations at each stage? How do I know?	

(Continued on next page.)

II. **Empathy**

Do members of the group feel free to share important feelings with me? (sad, curious, angry, happy)
Do I promote an attitude of respect for each person's ideas and situation?
Do I demonstrate my interest in each trainee?
- The Newcomer
- The Questioner
- The Slow Learner
- The Acting-Out
- The Troubled
- The Withdrawn

III. **Planning**

Do I use a variety of teaching approaches to meet the various needs of my trainees?
Do I consult with other staff members before making plans?
Is teaching of theory and practice coordinated?
Are trainees involved in evaluating?
Do I use objective evaluation devices, such as performance tests?
Do I stress the occupational applications of subject matter taught?
Does the group always know what the task is and how it will be accomplished?
Do I arrange for a trainee to get help before a crisis develops?
Do I provide tutorial help, if needed?

Instructors should have guidelines by which they can assess themselves so as to develop a desirable pattern that will increase effectiveness. Also, the check list can be a means of self-evaluation that will assist the instructor to determine his suitability for training the disadvantaged for employment.

Supervisor's Assessment – The supervisor's role is to help improve the execution of instructor or counselor responsibilities. He should provide the leadership, assistance and supervision needed to do the best job possible. Supervisors like the instructors and counselors have to be exceptional leaders with special consideration given to flexibility and enthusiasm. The supervisor's help and advice should be enlisted anytime the need arises. His insight and experience will help the instructor or counselor ward off difficult or disastrous predicaments.

Sample evaluation forms that may be useful to evaluate instructors and counselors may be found on the following pages. They will help to ascertain what is important to the overall program function and will provide categories for guidance in the evaluation process.

SUPERVISOR'S REPORT ON EVALUATION OF INSTRUCTOR
OCCUPATIONAL TRAINING CENTER

Room ______ Supervisor ______ Date ______ Time ______

OBSERVATION REPORT

Instructor ______ Subject ______ Activity Observed ______ Shopwork Routine ______ Classroom Routine ______ Formal Lesson ______

SYMBOLS – (0) Not applicable (1) No evidence (2) Can be improved (3) Satisfactory

CHECKPOINT	0	1	2	3	BRIEF COMMENTS
1. Housekeeping					
2. Trainee - Teacher Shop – Dress					

(Continued on next page.)

		0	1	2	3	BRIEF COMMENTS
3.	Bulletinboards and Displays					
4.	Tool-Equipment Storage					
5.	Progress Chart Maintenance					
6.	Tool-Equipment or Textbook Maintenance					
7.	Student Records					
8.	Inventory Records					
9.	Safety Tests					
10.	Trainee Work Evaluation					
11.	Instruction Sheets					
12.	Lesson Plans					
13.	Safety					
14.	Visual Aids					
15.	Course of Study					
16.	Trainee					
17.	Attendance					
18.	Climate					

I have received a copy of this report. ______________________ ______________________

Teacher's Signature Supervisor

SUPERVISOR'S REPORT ON EVALUATION OF COUNSELOR

Training Center ______________________ Date ______________________

Counselor - Evaluate ______________________

SYMBOLS — (1) No Evidence (2) Can be Improved (3) Improving (4) Satisfactory

COUNSELING	1	2	3	4
Individual Counseling				

Comments:

____

	1	2	3	4
Group Counseling				

Comments:

____

	1	2	3	4
Record Keeping				
Administrative Records				
Process Reports				
Logs				
Tapes				
Referrals				

Comments:

____

	1	2	3	4
PERSONAL CHARACTERISTICS				
Relations with trainees				
Relations with staff				
Relations with supervisors				

Comments:

	1	2	3	4
PROFESSIONAL GROWTH				
Use of resources				
Development of materials				
Contributions to program				
Courses				

Comments:

I have received a copy of this report. ______________________ **Supervisor** ______________________ **Date**

THE TRAINEE AND STAFF QUESTIONNAIRE

Scheduled contacts should be made with other staff members in the school and with the students through meetings and periodic use of questionnaires. Daily demands keep us close to our work and responsibility. It is rare that we have time to step back and take an objective look at our effectiveness.

The questionnaire gives us an opportunity to evaluate constructive criticism and suggestions from another point of view. Though the questionnaire itself can assume many forms, one devised by the instructional team members will serve the purpose best. However, a few rules should be followed.

- Keep it brief and simple. It should not take more than a few minutes to fill out.
- Keep it anonymous to insure objective answers. It should not be coerced by fear of recrimination. Possibly, the student's questionnaire might be filled out at the end of their training for more objectivity.
- Keep it relevant to training objectives.
- Keep it open. Do not use questions that solicit yes-no answers or multiple choice answers. These kinds of questions are very restricting and sometimes put words in people's mouths. The answers should be such that the trainee can select a point on a wide evaluating scale.
- Keep it appropriate. Do not ask students to solve purely professional problems.

A sample questionnaire that may be used as a guide with items that may be asked in evaluating an occupational training program and instruction may be found below.

EVALUATION OF INSTRUCTIONAL PROGRAM BY TRAINEE

Date ______________

Suggestions from trainees in occupational training are welcome as ways to improve teaching. Answers to the following questions are requested. The sheet need not be signed unless the writer so desires.

Please check (✓) the column that best suits what you think.

	Always	Almost Always	Usually	Some of the Time	Hardly Ever	Never
1. Do you have enough light to work by?						
2. Is there enough heat or ventilation?						
3. Do you have enough space to work in?						
4. Are washing areas and lockers easy to use?						
5. Is the classroom and shop orderly and clean?						
6. Do you have enough materials to work with?						
7. Are the tools and equipment in good condition?						
8. Are tools easy to find?						
9. Are the rules and regulations fair and easy to understand?						
10. Are you taught safety and the right work habits?						
11. Do you understand the textbook?						
12. Do classes start on time?						
13. Do you have enough time to finish up your work?						
14. Are lessons clear and easy to understand?						
15. Do you hear and understand the instructor easily?						
16. Does the instructor know his business?						
17. Is the instructor nearby when you need him?						
18. Is the instructor calm and considerate with everyone?						
19. Does the instructor have a sense of humor?						
20. Does the instructor check your work?						
21. Does the instructor obey all of the rules and regulations?						
22. Is the instructor fair?						
23. Do you know what you are supposed to do?						
24. Does he encourage you to do better?						
25. Does the instructor have meetings with you?						
26. Do you enjoy coming to school?						
27. Are you interested in the work you are learning?						
28. Do you learn anything daily?						
29. Do you ask questions when you don't understand?						
30. Do you obey the rules and regulations?						
31. Do you feel you are improving yourself?						
32. Do you like your work?						
33. Do you feel that you can do this work?						

COMMENTS:

STUDENTS' TESTS EVALUATE INSTRUCTIONS

Verbalistic testing, as practiced in public schools, is of limited value in training programs of the disadvantaged. However, tests can be useful in measuring our effectiveness. The cliche "if the student hasn't learned, the teacher hasn't taught," has some relevance. Tests should be constructed and administered to determine what has to be re-taught in a different way. When using tests this way, it is not important how many answers are correct – what is important is what questions or concepts did several students answer incorrectly – how were these concepts taught and what can be done differently to improve instruction. The axiom, "performance counts," is especially relevant in occupational training. So much of what is learned can be demonstrated by trainee performance – including what has not been learned.

Performance tests should be used to appraise not only manipulative skills but understandings of relationships as well. The trouble shooting test for automobile mechanics, as suggested in Chapter IV, is a case in point.

SUMMARY

Throughout the previous chapters, reference has been made to the team and how the team is vital to trainee growth, trainee awareness of his potential, trainee evaluation and success. Reference has also been made to the importance of team effort in shaping relevent educational experiences to meet the needs of the underdeveloped trainee, to lead the trainee to set for himself realistic occupational goals and to assist the trainee in testing various kinds of behavior in an effort to determine for himself which kinds of behavior are vital to success in employment.

Team effort is no accident. Putting three or more educators with diverse backgrounds and focus together and calling them a team does not insure that they will or can function as a team without some insight into the process through which a real team evolves. Because occupational training is so dependent upon team effort, this chapter was developed to assist all training personnel to examine their respective teams and themselves more objectively and to help occupational training teams and the individuals who comprise them to identify and understand and evaluate the kinds of methods, behavior, and communication that will enhance the team effort that is so necessary when preparing the disadvantaged for employment.

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